This is a reproduction of a library book that was digitized by Google as part of an ongoing effort to preserve the information in books and make it universally accessible.

Google™ books

https://books.google.com



DEC 13 1906

LIBRARY
OF THE
UNIVERSITY OF CALIFORNIA.
GIFT OF
Kentucky, Supt. Public Instruction
Class





Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

BIENNIAL REPORT

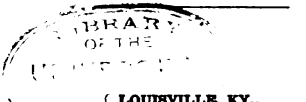
OF THE

Superintendent of Public Instruction

OF KENTUCKY

For the Two Years Beginning July 1, 1903, and Ending June 30, 1905.

PROPERTY OF THE STATE OF KENTUCKY.



LOUISVILLE, KY.,
GEO. G. FETTER COMPANY,
1905.

Digitized by Google

L152
B2
1903/05

Digitized by Google

STATE OF KENTUCKY,
DEPARTMENT OF PUBLIC INSTRUCTION,
FRANKFORT, KY., December 30, 1905.

To His Excellency, J. C. W. BECKHAM,
Governor of Kentucky.

DEAR SIR: I have the honor to submit herewith the report of the Department of Public Instruction for two years, beginning July 1, 1903, and ending June 30, 1905.

Very respectfully, your obedient servant,

JAS. H. FUQUA, SR.,
Superintendent of Public Instruction.

160763

Digitized by Google

Digitized by Google

Biennial Report.

I. The Need of Universal Education.

In submitting this report, I desire to call attention briefly to the aims and means of education. The time has come when all persons of any experience and observation will readily admit the importance and necessity of universal education. It is axiomatic that the stability and perpetuity of all well regulated and efficient government depends upon the intelligence, honesty and morality of the masses.

The proper aim of education is the harmonious development of the powers of the child with reference to his physical, mental, moral and spiritual nature. To be truly educated he must be so trained that he will be capable of living and acting in harmony with the immutable laws of his being, "It means more than going to school five or six months in a year; it means more than learning to read, write and cipher. It has to do with character, achievement and aspiration. Its business is to abolish ignorance, poverty and vice, to prevent disease and disgrace, to promote intelligence, virtue and thrift."

Horace Mann says, "Education is the grand machinery by which the raw material of human nature can be worked up into the finished product of inventors and discoverers; into skilled artisans and scientific farmers; into scholars and jurists; into founders of benevolent institutions and into great expounders of ethical and theological science."

Mr. Jefferson was the foremost statesman of the world in the clearness and completeness of his conception of universal education. He says. "A system of general instruction which shall reach every description of our citizens, from the richest to the poorest, as it was the earliest, so it will be the latest of all public concerns in which I shall permit myself to take an interest. I look to the dif-

Digitized by Google

fusion of light and education as the resource most to be relied on for ameliorating the condition, promoting the virtue, and advancing the happiness of man. Educate and inform the whole mass of the people. No other sure foundation can be devised for the preservation of freedom and happiness. If a nation expects to be *ignorant* and *free* in a state of civilization, is expects what never was and never will be."

I quote Chancellor Kirkland of Vanderbilt University:

"Within past years we have traveled far in our ideas of the State We no longer believe that government to be best that governs least. We no longer believe in the State whose seal of authority is the badge of the policeman, whose temples are its jails and penitentiaries, whose sole duties are to protect life and prosperity, and secure the enenforcement of the commandments, 'Thou shalt not kill,' and 'Thou shalt not steal.' We realize that a government has no higher duty, at certain times, than the preservation of its own existence by whatever form may be necessary to make secure that existence; but we also believe that it is the duty of the State to guard its higher life as well as its lower life, and that, in guarding its higher life, there are some thing better than armies and navies, and that school houses and churches and good books are no less necessary instrumentalities for national existence than gun powder and dynamite. Representing the school, we represent our nation and the country's government—for the school is the State, after all, in its parental capacity. We believe in popular education, in universal education. We do not claim that this is a panacea for all ills nor a remedy for all wrongs. We do not expect to see *all* men made wise, nor just, nor good. We realize that *with* the best that we can do there will be some failures in life. On every sea some barks must go down. But we take the position that an opportunity must be given to every one, and that every child must have the privilege of working out his own life, of developing the best that is in him—and therefore we believe that every child must have a chance of an education."

There never was a time when the demand was so strong for the

Digitized by Google

education and training of all the children of our State, as it is to-day. We are holding conventions for the purpose of devising means for developing our almost exhaustless national resources.

This development has already begun and will continue until Kentucky stands abreast with any of her sister States. But, who will accomplish this great work and reap the rich results? If we do not see that our children are trained and educated to do the work, men from other States will come in and take the lead, and become the recipients of the bountiful harvests of good work, and our children will become hewers of wood and drawers of water to those who shall be more fortunate in being prepared by training and education. The children of Kentucky have a rich heritage in prospect. Shall they be deprived of it by our withholding from them the means of securing it? I trust not. Parents must realize more fully the duty under which they rest to give their children a practical and well-rounded education.

II. The Profit of Education.

Statistics show that the ability of a people to earn money is in direct proportion to the amount of schooling they have received. To illustrate, the average school period in 1898-1899 of each inhabitant of the United States was 4.4 years; of Massachusetts, 7 years; of Kentucky, a little less than 3 years. The proportion between the school period in Massachusetts, the school period in the United States, and the school period in Kentucky is expressed, then, by 14, 8.8 and 6. The proportion between the productive capacity of each person in Massachusetts, in the whole of the United States, and in Kentucky is expressed by 13, 8.5 and 5.8. That is to say:

Education is as 14 in Mass., to 8.8 in the United States, to 6 in Kentucky.

Production is as 13 in Mass., to 8.5 in the United States., to 5.8 in Kentucky.

This is not a mere coincidence in this case; it is the law the world

Digitized by Google

over. The ratio is practically the same.—President Dabney, University of Tennessee.

The wage-earning power of the people of Massachusetts is $250,000,000 a year over the average wage-earning power of an equal number of people elsewhere in the United States. For this added income Massachusetts spent $10,000,000 a year when these wage-earners were in school. Was it a good investment?

The value of one day in school is $10 in future earning power.—President Alderman, University of Virginia.

It is now recognized by every State of this Union and by every civilized nation upon earth that the free education of the people is industrially profitable to the Commonwealth. The universal verdict of all history is that man's power and capacity as a wealth producer is multiplied in direct proportion to his education and training.—Governor J. B. Frazier, of Tennessee.

The most productive thing in the world is not a dollar, not two dollars, but a thing that is not material, a thing that makes ships, commerce, and men; it is a *boy*, and above all, an *American* boy.—Dr. Lyman Hall, Atlanta, Ga.

Such a thing never did happen and never can happen as that an intelligent and practical body of men should be permanently poor. * * The greatests of all arts in practical economy is to change a consumer into a producer, and the next greatest is to increase the producer's productive power—an end to be directly attained by increasing his intelligence.—Horace Mann.

Capitalize a man earning $15 a month at 6 per cent., and he is worth $3,000. * * * In like manner, a man earning $150 a month is worth $30,000. If you can educate your boy from a $15 hand to a $150 hand, you start him with a good capital, safely invested. If the

Digitized by Google

father is unable to do it and the State does it, is it not a profitable investment for the State?—Judge Douglass, of North Carolina.

One of the most prominent business men in the South writes as follows:

"My father was a day laborer in a factory in one of our Northern States. Four sons were born and reared in the humble home of that uneducated day laborer. I was the oldest son, and I used every opportunity to get a little education, attending the winter school, as did all my brothers. All of us grew to manhood, and all learned our father's trade. I still continued my education, largely by home reading. For several years I worked at my trade only a few months of the year, and with the money thus earned I attended school. My two brothers next of age seemed not to care for an education, neglected the common school, and took the first opportunity to leave it forever I succeeded in encouraging my youngest brother to remain in the common school until he completed its course of study. In addition to this common school training, this brother secured a term or two of normal school training. My education soon enabled me to secure a foreman's position in the factory; but my two brothers, naturally as gifted as myself, had to remain day laborers because they had not enough education to take higher positions. From a foreman's place I rose to be manager of the factory. I now manage several factories, and am a director in several large corporations. My youngest brother, whom I kept in school, is one of my foremen, and is earning a good salary. My other two brothers now work for me. They are still day laborers. During the last ten years I could have put them both in positions paying $1,500 to $2,000 a year if they had had even a thorough elementary education."

Ignorant people do not know how or when or where to develop the gifts of nature, and they sit and do nothing until others who are better educated in science and industrial arts come in, seize the available opportunities, purchase for a pittance the undeveloped possibilities,

Digitized by Google

and thus become wealthy, while the native population remain poor in the midst of surrounding natural wealth.—S. G. Heiskell.

An ignorant people not only is, but must be, a poor people. They must be destitute of sagacity and providence, and, of course, of competence and comfort. The proof of this does not depend upon the lessons of history, but on the constitution of nature. No richness of climate, no spontaneous productiveness of soil, no facilities, for commerce, no stores of gold or of diamonds can confer even worldly prosperity upon an uneducated nation. Such a nation can not create wealth of itself; and whatever riches may be showered upon it will run to waste. Within the last four centuries the people of Spain have owned as much silver and gold as all the other nations of Europe put together; yet, at the present time, poor, indeed, is the people who have less than they.—Horace Mann.

The great masses of our people are paying, with hard labor at 75 cents a day, for improved machinery invented by educated brain and manufactured by trained hands at not less than $4 or $5 a day. This is a tariff of $3.25 to $4.25 levied upon us by education. We work at 75 cents a day to pay for a thing the makers of which get $4 or $5 a day for their work.—Superintendent Joyner, of North Carolina.

Whatever development there has been of our mineral resources has yielded its chief wealth to capitalists and trusts from outside of the State, while the original land owners, the farmers of the State, got, and still get, only the crumbs that fall from the rich man's table.—John Casper Branner, of Tennessee, now Vice-President of Leland Stanford University.

If the South's raw material were manufactured into the finished product it would make this the richest country ever known in history. We sell cotton at 8 cents a pound, and we buy it back from New England mills at from 40 cents to $1.60 per pound. We sell pig iron at $10 a ton. The steel plants of Ohio and Pennsylvania get from

Digitized by Google

$500 to $5,000 a ton for it. So it is all the way through the list of raw products. The foundation for a change in this state of affairs must be laid in the school-room.—North Mississippi Herald.

Whatever you wish to appear in the life of a nation you must put into its schools.—Prussian maxim.

The progress of invention has knit the whole world together in one vast plexus of industrial and commercial interests. The farmer of to-day in making his plans must take account of the products and the wants of England, of Argentina, of Australia, and where not? In a complex civilization like this there is no place for the ignorant man; he must move up, or move out.

No people can be a prosperous people with a considerable number idle or on a low plane of productive power. The greater the number engaged in profitable industry, the more prosperous the community. Idlers are not only a burden, but a menace to peace and security.

Education is unquestionably one of the great factors in our civilization. It makes men and women more industrious, more reliable, more honest, more thrifty, and in every respect better citizens.—Alexander McIver.

If the children are untaught, their ignorance and vices will in future cost us much dearer in their consequences than it would have done in their correction by a good education.— Thomas Jefferson

---

For every pound you save in education you will spend five in prosecutions, in prisons, in penal settlements. * * *

Far the most important event of this short session was the passing of the act for the settling of schools. By this memorable law it was, in the Scotch phrase, statuted and ordained that every parish in the realm should provide a commodious school-house and pay a moderate stipend for a schoolmaster. The effect could not be immediately felt.

Digitized by Google

But before one generation had passed away it began to be evident that the common people of Scotland were superior in intelligence to the common people of any other country in Europe. To whatever land the Scotchman might wander, to whatever calling he might betake himself, in America or in India, in trade or in war, the advantage which he derived from his early training raised him above his competitors. If he was taken into a warehouse as a porter he soon became foreman. If he enlisted in the army he soon became a sergeant. Scotland, meanwhile, in spite of the barrenness of her soil and severity of her climate, made such progress in agriculture, in manufactures, in commerce, in letters, in science, in all that constitutes civilization, as the old world had never seen equalled, and as even the new world has scarcely seen surpassed.—Lord Macaulay.

Japan is to-day the most striking example of what education can do for a people. Fifty years ago Commodore Perry, of our own navy, induced the Mikado of Japan to open his country to the commerce of the world—for Japan had hitherto been a hermit nation. At first she merely endured the presence of Western ideas, then she began to admire, and later decided to embrace.

Very early she recognized that her people could not appropriate the Western civilization without general education. As a result, we find that in 1903 ninety per cent. of the children of school age were in the grammar schools.

Japan considers education one of the most effective military weapons, and each private in her navy is assured of promotion if he becomes expert in any useful knowledge. This, in very large part, accounts for the wonderful record of the triumphal march from Tiger's Tail to Mukden.

Her complete mastery of sanitary conditions in camp and on the field is attested by the fact that from May 1st to December 1st 24,642 cases of disease were handled by the sanitary corps of General Oku's army, in a climate severer than that of Japan, with only 40 deaths!

Digitized by Google

This marvelous showing attests the scrupulous regard the Japanese soldier has for his body.

It is estimated that 90 per cent. of the Russian privates can not read as opposed to 10 per cent. of the Japanese privates in similar condition.

For generations Russia has been reaching out for territorial expansion, without regard to the training or welfare of the common people; while Japan's main energies have been devoted to the uplifting of the whole mass of her people. And this is why the little island nation has the great empire on the run.—Dr. J. R. Hunter.

We talk much about our natural resources, and we invite all the world to come and live with us because we have good air and good water and good soil and good timber and coal and iron under the ground—in other words, because God has been generous to the land. Well, the truth is, the land was really richer when the Indians held it than it is now; and the water was just as good, the air just as pure, and there were more forests and more iron and coal than there are now. For that matter, there are undeveloped regions in South America that have many natural advantages even over the great and varied natural advantages of our State.

This program of inviting settlers is a program of sheer dependence on Nature. It implies the old conception of education, the old conception of wealth-creation; for it takes no account, or little account, of the part that men play in making wealth. Within reasonable limits, it matters little what Nature has done for a country. If you take any land in the temperate zone and put well-trained men there, the land will turn out to be all right. What did Nature do for Holland, which is the most densely peopled country of Europe, and one of the most thrifty and happy? Nature overflowed it with the sea, and man had to reclaim the very soil he lives on. I know a part of our own country poorer in natural resources than almost any other part, and yet the people who live there make more kinds of useful and beautiful things than the same number of people make any where else in America, and

Digitized by Google

more of them are rich or well-to-do than the people in any other part of the country. And education engages as large a part of the population as any other single industry, and there is as much money spent on school-houses and their equipment and on libraries as is spent in the equipment of any single industry.

While natural resources count for much, the community where the people are trained to profitable industry is the community to which other men will go to live, and they will go from all parts of the world. After the first pioneer settlements are made, it is trained men that attract men rather than natural resources. The right training of men is a better thing than the bounty of Nature itself. Nature alone never made prosperous States.—Walter H. Page.

Whatever benefits may have come from our slave system in the way of producing a fine class of highly educated men who became leaders of thought not only for the South but for the country, one consequence of that system was that education was largely confined to that class alone. In New England, on the other hand, the entire population was being educated; and what was even more important, the necessity for educating the entire population was recognized and acted on. * * * States now are prosperous and powerful almost in exact proportion to the enlightenment of their population; and, unless we build up our system of general education and bring it abreast of the times, we shall not only not catch up with other sections of the country, but we shall continue to fall steadily to the rear.—Thomas Nelson Page.

It is a shining day in any educated man's growth when he comes to see and to feel and to know and freely admit that it is just as important to the world that the ragamuffin child of his worthless neighbor should be trained as it is that his own child should be. Until a man sees this he can not be a worthy democrat, nor get a patriotic conception of education; for no man has known the deep meaning of democracy, or felt either its obligation or its lift till he has seen this truth clearly.—Walter H. Page.

Digitized by Google

Our people are beginning to realize that the prosperity of the State does not depend upon the amount of education which *some* of the people have, but that the prosperity of the State depends upon the education possessed by *all* the people of the State.—Governor D. C. Heyward.

The strength of every community depends upon the average of the intelligence of that community, and this intelligence is dependent upon the education of the entire mass and not of the few.—Governor Charles B. Aycock.

"In our more prosperous States there are perhaps forty millions of persons more comfortable, better fed, better clad, better sheltered, more healthful, more economically efficient, and with a higher level of intelligence than any solid mass of forty million persons that ever before dwelt contiguously."

Here is an extract from an address delivered by Dr. Walter H. Page, editor of the World's Work, at the Birmingham Conference for Education in the South:

The republic of which we are a part, has in our day swung into a wider orbit than any other country. It is a larger time—a wider horizon—than American citizens ever before saw. What has been the secret of that progress?

The secret of the unrivalled progress of the United States—the secret of the swift forward movement in our time that puts all preceding social advancement to shame, is the training of the mass of the people. So commonplace is this fact that many a man misses its profound meaning. Sometimes men miss its meaning because they use words that confuse them. "Education" is one such confusing word. To "educate" the people means one thing to one man and another to another. To most persons it smells of books only. I have several times had the depressing misfortune to be caught at a real educational meeting (and I dare say that you have, too), and I have

Digitized by Google

been reminded by what I heard of blind little men scrambling in a fog for a path that was not there. Then I have looked outdoors and seen the roses blooming, and thought of the children that can not bloom. Let us not use words, then, about which men deliver dissertations. Let us call it plain "training;" for training is the thing that has made the world a new world; that has vindicated democracy; that has opened the door for opportunities as fast as we can seize them—opportunities not only industrial and diplomatic, but intellectual and moral also.

I lately took a journey from Boston to St. Louis. Across that row of States one may see everywhere workshops that are schools and schools that are workshops—the people all doing some economical service and training the young. The earnestness of academic life, the hum of industry, the cleanness of agriculture—from the lecture rooms of Harvard College to the power room at the World's Fair, where an engine turns 10,000 horse power as smoothly as a top sleeps on a polished plate—these are our countrymen (and these are their ways) who have already taken a mortgage on the future of the world; for they are its masters.

Let us see what right training is and how it works.

First does training pay the individual? To reduce the question to its simplest terms, let us first consider the common, untrained laborer in the South, the man at the very bottom. I asked the heads of several good schools to tell me the earning power of particular persons before they were trained and after.

(The speaker here cites ten or a dozen cases, typical of a large number given by his correspondents, showing how earning power is raised through training, from fifty or seventy-five cents a day to two and a half, or even five dollars, a day, and then goes on:)

A recital of such cases might be made for a whole evening from any part of the South.

President Charles C. Thach, of the Alabama Polytechnic Institute at Auburn, has written me as follows:

"I could write you what seems to me romance as to the process of

Digitized by Google

transmuting the brains of country boys into live commercial assets. We have graduated from Auburn, since 1872, when the college was founded, about seven hundred and fifty young men. Most of these have been poor boys in the strictest sense of the word, and to-day, they are earning an average of over eight hundred dollars a year. Some are getting salaries of two thousand, three thousand, and one exceptional fellow ten thousand. Now, the average wages of these boys had they not attended this institution and remained on the farm would have been about a hundred and fifty dollars a year, which is the full estimate of the earning capacity of a plain Alabama farm laborer. Their present average earning, of eight hundred dollars, includes of course, the salaries of young men who have just left school but who in a few years will rise to something better. The average will, therefore, soon be higher."

Now, capitalize this eight hundred dollars yearly income at five per cent., and we have the sum of sixteen thousand dollars, which expresses the cash value of the young man's educated brain.

Looked at from the point of view of the individual, it is clear, then, that it pays an individual to be trained. But how is it, looked at from the point of view of the whole community? If I want a man to shovel dirt, perhaps I do not need a trained man—I want a man for 70 cents a day, not for $2.50. If everybody in a community be trained, who will shovel dirt and chop the wood and draw the water? Does not every community require a large number of untrained, low-priced men?

No!

That is the fatal doctrine that our fathers fell into and lost leadership thereby. It is this doctrine that has cost the Southern States one hundred years of progress, for this is nothing but a sequel of slavery. If every man in the community were trained, you could have your dirt shoveled more cheaply than now. A trained man would drive his scoop to your dirt, attach it to an electric wire and shovel your dirt more accurately, more quickly, more cheaply than any negro in Alabama can do it. That sort of activity is happening all over the industrial world. Men once pegged shoes by hand. They are pegged much more

Digitized by Google

cheaply now by machinery. Whole towns are given to shoe-making; and a man who invented shoe-pegging machinery lately died and left a great legacy to one of our universities. Men once shoveled iron ore with spades. On Lake Superior tons of ore are now lifted from the earth by machinery, and it is not once moved by the muscle power of man until it become steel rails and they are laid on the roadbed. It is precisely this kind of trained activity that has enabled the United States to take the lead in the industrial world. Here is the whole secret of it—training from the very bottom up. * * *

Economic civilization moves forward only as the whole mass of activity becomes more efficient. Are you a lawyer? Your dirt shoveler will never pay you a large fee; but a trained man who works machinery may. Are you a physician? The same is true. Are you a merchant? Your untrained dirt shoveler can never buy much from you with his 70 cents a day. But a man who earns $4 a day is worth having as a customer? Are you a railroad? Your untrained man has little money to travel and nothing to haul. Are you a cotton mill? Your untrained man or woman can't buy much cloth on low wages. Whatever you are, you fare better if all men about you are trained, and you fare well in proportion to the number that are trained.

This, then, is the central thought of the whole matter. It pays an individual to be trained. It not only pays a community, but it is absolutely necessary for a community that all the people be trained. And this simple and obvious truth leads far.

It brings a new conception of society. A satisfactory society in our modern democracy can not be made up of "educated" men and "uneducated" men. So long as education is regarded as a privilege and not as a right and a universal necessity, the community will stand still in activity, in thought, in character. The proper standard to judge men by is an economic standard, not an academic one. This economic standard changes our whole view of life, and makes our whole system of social thought face another way.

Now, it is this economic structure and not the privileged structure of society in the United States— as far as it has yet been worked out—

Digitized by Google

that has given our country its great place in the world. And it is this economic and non-privileged structure of society that has given the Northern and the Western States the lead of the Southern States.

The idea which we Southern men inherited was that it made no particular matter about the training of the mass of men provided we properly trained some men as leaders. Although it is easy to understand the advantage of training to an individual, we are just beginning to see that it is necessary also to a community that all men should be trained. Our great task lies right here—to persuade the community that it is bound to train every child for the community's own sake.

Let us go on without flinching and see where this leads us. We run now squarely into the doctrine of universal training at the community's expense (compulsory, if need be), which is necessary in a democracy. There is no escape from it. We may obscure the question as we please. We may befog it with big words. We may drag it into political discussion. We may hatch big theories to cackle it down. We may smear it over with charity. We may impoverish the State because we are afraid of pauperizing men who are already so lean that they can't distinguish hunger from the backache. But there it stands—a stark, economic fact—the State must train every child at the public expense; and it must train him to usefulness. And an economic fact is also a moral fact.

And the right training of all the people would come pretty near to ending all our trouble—to removing our difficulties, economic, political and ethnological. * * * For this reason it is important to train the child of every hill-billy, of every negro in Alabama. In every case it is an economic reason, not a merely personal reason, not a race reason, not a class reason. In an ideal economic state, if we were to construct it as ruthlessly as Plato constructed his ideal republic, we should kill every untrained man; for he is in the way. He is a burden, and he brings down the level of the economic efficiency of the whole community.

Clear thinking brings us home to this truth. A knowledge of our

Digitized by Google

own history brings us home to the same truth. The one great structural error made in our past was an economic error. We shall correct it only by an economic correction. I said in the beginning that we are a patriotic people. Sound economic action is patriotic action always.

The education of all classes of the people is the best means of promoting the prosperity of the South.— R. E. Lee.

III. The Country School.

The supreme problem of Kentucky is the problem of education; and the supreme educational problem is the problem of the rural district schools, the elementary school. We should not for a moment undervalue nor ignore the work that is done in the State by private schools and colleges. It is invaluable, but is by no means adequate to the task of training all the children of the Commonwealth in the elementary branches of an education. Hence, we must look mainly to the common schools in the rural districts for the accomplishment of this work.

"If the past may be taken as an index to the future, we must continue to look to the country as the main source of supply for the men and women, who, as leaders of thought and action, are to be our torch-bearers of civilization, enlightenment and prosperity. The conditions most conducive to the development of stalwart, independent manhood, and pure, self-sacrificing womanhood are to be found in the country. More than four-fifths of our people live in the country and engage in agricultural pursuits. When the farmers prosper, all the people of whatever calling have good times. So everybody has a vital interest in the intelligence and thrift of the country people. Kentucky can not be a strong and prosperous Commonwealth without a strong and prosperous rural population. As I have said, the rural public school is the chief hope of educa-

Digitized by Google

ting the rural population. The best people of all classes are going to reside where they can get the best advantages for their children. The only hope, therefore, of keeping such people on their farms is to be found in the improvement of the public schools. These schools must be made adequate to the educational needs of the people and equal in merit to the best public schools of the towns and cities before we can hope to stop the disastrous annual drains from the best blood of the country by the towns and cities. In rocks and trees, and streams, and hills, and vales, and fields, and flowers, Nature has provided in the country better companions, better object lessons, and better materials for education, than can possibly be found or supplied in the towns and cities.

"There is no reason why we should not supply there, in the heart of Nature, schools that shall offer as good educational facilities as are to be found in town or city. With such schools, the country would be the ideal place for the education of men. Without such schools it is but a question of time when the best of the country population will leave the country, and there will be left in the rural districts only the poorest peasant population, too ignorant to know the value and the blessing of an education, and too indifferent to try to secure it for their offspring."

I do not think it is good policy for the State to increase its appropriation for the common schools. Kentucky is now appropriating more than $2,500,000 annually for this purpose, a much larger sum than most of the States are furnishing. The people of the various counties must be induced to supplement the State appropriation by local taxation. If they will do this they will take more interest in having suitable houses and equipments, and in better paid and more efficient teachers.

An average local tax of ten cents on the $100 in the various counties added to the State appropriation, will be sufficient to extend the school term to eight months and to increase the pay of the teachers so that the schools will command the services of well-trained and competent teachers. I can conceive of nothing that

Digitized by Google

will conduce more to the development and prosperity of the State than first-class schools in the rural district. I make an earnest appeal to parents and friends of education to examine the situation carefully and take a forward step towards making our common schools equal to those of any State in the Union.

IV. Needs of Our Common Schools.

1. Consolidation.

A good elementary graded common school within three miles of every home in the State would make for us an ideal system of elementary education. Experience amply demonstrates that this would give us schools enough, and schools that could be made efficient. The advantages of consolidation would be (a) better houses, (b) better equipment and appliances of every sort, and (c) better teaching. Take, for example, a neighborhood where three schools may be consolidated into one. These three are all ungraded and, in a large measure, are unclassified schools, having one teacher for each school. Each teacher has from thirty to forty recitations per day. These recitations can not exceed an average of more than ten minutes. Everybody knows that work of this sort is not teaching. It amounts to almost nothing in the way of development. Suppose we take the geography classes in the three schools and that there are four pupils in each class. We have three teachers conducting three hasty recitations with an aggregate of twelve pupils. If these three schools were consolidated, there would be one teacher of geography with a class of twelve pupils under the wholesome stimulus of numbers, conducting a recitation of a half hour or longer. Here the conditions are all favorable to the best results of skillful teaching. Now extend this process so as to embrace all the subjects taught in the school and see what a saving of energy and what an increase in results. Instead of three ungraded, unclassified and inefficient schools, we have one graded school doing systematized, effective work. This is the paramount advantage of consolidation; and if it had no other advantage, this

Digitized by Google

one alone would far outweigh every consideration that can be urged against it. (d) It would give *better supervision.* At present the county superintendent is required to visit and supervise from fifty to one hundred and twenty schools in a few weeks. It really amounts to no supervision, but with one-third the number of schools the work of supervision could be made much more effective. (e) Better attendance, (f) less cost, (g) longer terms, and (h) the school would become the chief center of interest and of community life.

In a number of States the work of consolidation has been going on for years; and it is working finely in some of the Southern States. At first it encounters opposition; but every one, pupils, parents and all concerned, become enthusiastic in its favor whenever and wherever it is given a fair trial, and they have no thought of returning to the old ways. Let patrons and school officers go to work in consolidating small and weak schools if they wish an efficient system of public schools. What benefit is it to have a school at your door if the school is worthless?

2. Better Houses and Grounds.

I shall not enter into an elaborate argument to prove this proposition. To any one of observation and experience it is self-evident. Children are largely influenced by their surroundings. If these are attractive and tasteful, their tendency is to elevate and refine and to develop noble traits of character which are absolutely essential to true manhood and womanhood. "Many factors enter into the process of education besides teachers and text-books. The children with whom we play, the things that lead us to think and thus draw out our powers, the fields and flowers we behold, the houses we live in, the pictures on the walls, are all silent and powerful coadjutors in the work of our development. No money spent for educating our children brings better returns as an investment than that spent in making the child's surroundings tasteful and attractive. Our school-houses should be of good architectural pro-

Digitized by Google

portions and the surroundings well kept. The grounds should be large enough to furnish space for sports, which have an educational as well as a sanitary value; they should be ornamented as much as the nature of the case will admit for the aesthetic and moral uplift of the children.

"If you wish to know a community's attitude to the greater question of popular education, and what value it places upon the training of its children, you have to look only at the school-house. That tells the story, and it tells it with stark, unvarnished truthfulness."

Hundreds of farmers in Kentucky have more comfortable barns in which to shelter their stock than they have school-houses in which to train the minds and mould the characters of their children. There is hardly a county in the State whose jail is not a costlier, a handsomer and a more comfortable structure than any rural school-house to be found in it.

If Kentucky is ever to be dotted over with attractive, happy homes—the very foundation and support of a strong and stable Commonwealth—they must come through the agency of schools of the right sort. There is no other way to get them. It will cost money, but no money spent in any other investment can show results so valuable and profitable.

I believe that the fiscal court in each county should levy a tax every year sufficient to repair the school-houses needing it, and to erect and suitably equip several new houses each year, *where most needed,* until the county is supplied with up-to-date modern structures, in which the people would take a pride, and to which the children would be attracted by the beautiful and comfortable provisions so generously made for their early training and development.

This is no unattainable, imaginary picture; it is eminently practicable and easily attainable, whenever the people realize the situation and put forth proper efforts to secure such a state of affairs. I earnestly appeal to the citizens of our cherished Commonwealth

Digitized by Google

to meet the emergency and furnish the equipment so essential to put us abreast of any of our sister States.

V. Some Needed Legislation.

1. The present trustee system is inefficient and an incubus on the cause of education that is crushing out its usefulness, efficiency and vitality. I earnestly and urgently call the attention of the General Assembly to this condition of affairs educationally in the State, and humbly ask them to compare the trustee system with the county board system, and if in their united wisdom they think the latter is preferable, enact the legislation necessary to put it into operation.

I take pleasure in embodying in this report the following paper on this subject, prepared by Prof. M. A. Cassidy, superintendent of the schools of Lexington. I regard Prof. Cassidy one of the best equipped and most successful educators in the State. His arguments and suggestions are well worthy the attention of all persons interested in the cause. This is what he has to say:

The most important reform needed in our school system is the abolition of the district as the unit of school government and the substitution therefor of the county. There are many other reforms that could be urged, but the county as the unit is the educational kingdom of heaven most to be desired at this time. When this is obtained, all the other good things will be added unto it. Other reforms, without this, would be like putting new cloth into old garments, or new wine into old bottles.

The school district is an artificial unit, measured by the length of a child's legs, and established for a single and special purpose. Consequently the schools of Kentucky are governmental outcasts, bearing no relation to the county government, which, for every other function, is the only recognized unit. Therefore, instead of the uniform system enjoined by the Constitution, Kentucky has 8,330 independent schools, controlled by 24,990 trustees with no unity of purpose and with no proper conception of the aim and scope of popular education.

Small territories, like school districts, must necessarily be unequal in wealth, population and culture. Therefore some districts, without burdensome local taxation, can have comfortable and well equipped schools, can supplement the public fund and employ trained teachers. In the great majority of districts this would be an oppressive burden. Consequently the rude and uncomfortable school is the rule in Kentucky. Statistics

Digitized by Google

amply sustain this statement. There are in Kentucky 1,238 old log schools, to say nothing of thousands of little plank boxes, nearly as unsightly and hardly as comfortable. There are in Kentucky 2,107 schools without suitable seats and blackboards. Only think of nearly 100,000 Kentucky children, humped over on backless, slab benches, shivering with cold, in the full blaze of the twentieth century, while searching for the long-lost common divisor on a broken slate! There are 4,584 schools without globes, maps, charts and other educational aids. This is more than half the schools in the State. The law says that schools shall be furnished with suitable seats and blackboards and specifies the kind; it further provides for such educational aids as maps, charts, etc., yet we find the law disregarded in this instance, as in many others, by more than half the trustees in the Commonwealth. This alone is sufficient proof of the utter inefficiency of the trustee system.

Every one must admit the difference in culture in these districts, even in the same county. In one it may not be difficult to elect three trustees who have and will manifest an intelligent interest in all the children of the district, while, in the great majority of districts, it is impossible to induce three men of this character to serve.

I have no words of abuse for school trustees. Many of them are honest and honorable men. But, in selecting 25,000 officers for any administrative function, it is folly to expect that many of them should have an intelligent conception of the duties to be performed. The duties of school officials are peculiar and require men of culture, business acumen, high aims for human progress and capacity for intelligent leadership. But the prevailing sentiment in a majority of districts is that anybody will do for school trustee. There are, at the lowest estimate, 5,000 school officials in the State who can neither read nor write, and twice that number who have no proper conception of the duties they are expected to perform. A stream can rise no higher than its source, and no more can popular education rise higher than the intelligence of those who administer it. In selecting boards to administer the affairs of our State College, our charitable institutions, and even our penitentiaries, the rule is to choose men of high character, wisdom, culture and business capacity. Otherwise these institutions would be badly managed. Can any one say that the rude schools, where two-thirds of the State's children must be educated, should not be as efficiently managed?

Only a small number of the nearly twenty-five thousand officials, whom our present system demand, desire to hold the positions. School trustee is one office in Kentucky that goes a-begging. Not one-third of 8,330 districts ever hold an election. The best men will not offer for the positions, and the best men will not go to the polls, unless there is a row in the district over a teacher or a school tax. Nor are good men to be censured for refusing to hold an office of this character. It is a disagreeable and pestiferous position which brings the holder neither thanks nor emoluments. The school district is so small that few men care to incur the displeasure of their friends and neighbors in trying to perform the duties

Digitized by Google

required of school trustees. The most necessary tax imposed by trustees upon the district is nearly always regarded as an imposition, and those who attempt to collect it as impostors. If a neighbor has a kinswoman who desires to keep school long enough to purchase a bridal outfit, and the trustees, out of regard for the best interest of the children, see fit to ignore her claims and employ a real teacher, there immediately spring up the two warring factions, and every educational interest in the district suffers. You would as well attempt to push a mule over a cliff as to try to get these men, who wished to do their duty, to serve a second term. It is an office that good men do not desire, and, when no elections are held, the county superintendent is almost subjected to the necessity of getting a search warrant to find men who will serve. I speak from an experience of twenty years.

There are some who cling to the district system because, they assert, it is the most democratic form of school government. On the contrary, it is the most autocratic. Because of an almost general failure to elect school trustees, the Superintendent must appoint a majority of them. When an election is held, the vote is, by no means, an indication of the popular will. I have known scores of elections where five votes were recorded, and many where the two officers and the candidate were the only voters. The school district is democracy gone to seed, a worthless inheritance from Massachusetts, from whose system our own was copied nearly seventy-five years ago. But Massachusetts, after a disastrous experience similar to our own, discarded their system many years ago, and one of her most distinguished sons, Horace Mann, has declared that the school district is "*the greatest blunder in the whole history of educational legislation.*" There is neither wisdom nor democracy in it.

There are in Kentucky about 80,000 negro children of school age. These are enrolled in 1,066 districts, which are officered by 3,198 trustees. The State annually expends on these schools, in round numbers, $200,000. Not one-twentieth of the negro school officials can read or write. What can be expected of schools that are thus handicapped by a dead weight of ignorance! I have the profoundest sympathy for the negro. We must elevate him or he will drag us down. But I plead for justice and common sense in the education of the negro in Kentucky. It is right that $200,000 should be expended annually to elevate him; but it is almost criminal to allow this large sum of the people's money to be wasted by putting the management of these schools in the hands of men who are even more ignorant than the children who attend them. This waste of the people's money will continue so long as the district system prevails in our schools. The negroes in rural Kentucky, as in our cities, must have intelligent men to manage their schools before they can make any progress commensurate with the large sum that is annually expended for their education. These can not be had under the district system.

As a taxing unit the school system is an egregious failure. Only about thirty thousand dollars are annually collected in 8,330 districts to defray the incidental expenses of the schools. This is an average of only $3.60 to

Digitized by Google

the school. Only a small per cent. of this was gathered by taxation, but was the precarious offering of children and patrons. And this amount must purchase fuel, buskets, brooms, crayon and other things necessary to the comfortable conduct of the school. It takes no mathematical expert to calculate how many of these essentials can be had for $3.60, and it must stir every man's heart with sympathy when he thinks of the thousands of Kentucky children who are shivering in school, or who can not attend because there is no fire.

Only about $75,000 are annually collected in Kentucky to extend the school term beyond six months. Nearly the whole of this sum is collected in small towns, such as Versailles, Lawrenceburg, Williamstown and many others like them that comprise one district of the county. Very little of it is expended on rural schools. In the entire Commonwealth, counting all of the unclassified towns and villages, there are only 675 schools, whose terms extend over six months. Sixty-three of these are in Mason county, where, by a special act of the Legislature, under the old Constitution, this county was made the taxing unit for school purposes. This leaves 7,667 schools in the State with only six months' terms. Six months of learning and six of forgetting! What a commentary on education in Kentucky under the district system! This is not because Kentuckians are penurious or that they are opposed to common schools; but because, under the district system, they behold such poor returns for the more than two millions that are annually expended on their schools by the Commonwealth that they do not care to waste more by local taxation.

Perhaps the best test of our present system is that, under it, Kentucky ranks thirty-sixth in the descending scale of illiteracy. In other words, there are only eight States which have more illiterates than Kentucky. Including territories, she ranks forty-second in illiteracy. About one-fifth of our entire population can neither read nor write. This is deplorable, and should make the cheeks of every true Kentuckian burn. Nor can we lay the flattering unction to our souls that this state of affairs is caused by the presence of the negro in our midst. Our negro population is much smaller than Georgia, yet Georgia has fewer illiterates than Kentucky. About fifteen years ago, Georgia abolished the district as the school unit and substituted the county. In Georgia, as in Kentucky, the county is the true political unit. The leading educators and citizens of that State assert that the schools have made such progress that urban citizens prefer to educate their children in the country. This condition is reversed in Kentucky. The best of our rural population are deserting the country for the city for the sake of their children. If after a test of seventy-five years, our present system has left us so low in the scale of illiteracy, it would seem that any change would be welcomed.

Now the questions naturally arise in every inquiring mind:

What is better for Kentucky than the district system?

Why is it better?

How do we know it is better?

The answer to the first question may be briefly given: Let the district as

Digitized by Google

the unit of school government be abolished, and, instead, make the county the unit. And why would this be a better system for Kentucky? It is a well settled principle with all who have made a study of school systems that the unit of school government should conform to the unit for other governmental purposes. In most of the Eastern States, educationally the most progressive section of the Union, the district has been abolished, and the *town* made the unit of school government. In this section the school district had its birth, and from Massachusetts the present Kentucky system was copied. But, soon after its adoption, Dr. Breckinridge, one of the ablest educators Kentucky has known, and whose reports while Superintendent of Public Instruction are full of vigor and wisdom, condemned the district system as one wholly unsuited to Kentucky, and predicted that, under it, her schools could not make great progress. But, when the East, after a disastrous educational experience, in which vast sums of the public treasure were virtually wasted, as has long been the case in Kentucky under the same system, the district, as an educational unit, was abandoned, and the *town*, which is the unit for every other governmental purpose in this section, took its place. This legislation was the beginning of the great educational advancement of this section of our country.

Most of the Western States were, in their upbuilding, wiser than their Eastern sisters had been; for, at the outset, they made their political unit, which is the *township*, the school unit. This was done because the wisdom of this great section deemed the rural schools, where the majority of its citizens were to be educated, of as much importance as any other affairs of government, and it was considered neither wise nor politic to make them governmental outcasts. Knowing that the government would expend more of the public treasure in educating the masses than for any other purpose, and feeling that this great sum would represent the toil and sweat of the people in taxation, its Legislatures, in their wisdom, saw fit to put the schools on the same basis as other governmental affairs. Thus the strong arm of the State was thrown around its most sacred charge, the public schools, that their affairs might be wisely and economically administered.

But why would the *county* be the best unit for Kentucky? For the same reason that the *town* is best for Massachusetts, and the *township* for Indiana. The *county* is Kentucky's governmental unit. Since she became a State she has known no other, and, by making the county the unit of popular education, the rural schools will be elevated to the dignity and importance of other governmental functions. Then the rural schools, where two-thirds of Kentucky's children must be educated, will be closer to and more in harmony with the government from which they draw their sustenance, and by such a unification of educational interests in each county their affairs would be more intelligently and economically administered.

The *county* as the unit of school government would be more in harmony with the habits and predilections of Kentuckians, and, consequently, would popularize the schools. From the beginning Kentuckians have regarded the *county* as the basis of their government, and so have ever manifested a patriotic pride in its prosperity and progress. Its citizens have ever zealously

Digitized by Google

guarded the honest, faithful and economic administration of all its functions. As a rule its administrative officers are among its best and most intelligent citizens; its judicial, penal and charitable institutions are liberally maintained, and its internal improvements are, as a rule, wisely and economically managed. Citizens manifest a patriotic pride in their county and in all of its affairs, and their officials are held to a strict accountability for any dereliction of duty. That was a truthful patriot who said: "I am for my county first, my State next, and then for the nation." It will be observed that he did not begin with his school district, that political complex fraction upon which the administration of our most sacred interest now depends.

As a rule the county's citizens pay their taxes at the county seat with promptness, if not cheerfulness. They regard this as an obligation. But they nearly always look upon the district school collector, who duns them for a school tax, upon their return home, as an impostor and the additional tax as an imposition. They would rather pay twice the amount to the constituted tax gatherer, who has, since the founding of the Commonwealth, been the receiver of all money required for municipal affairs. As it now stands, the great majority of trustees are afraid to impose the most insignificant tax, and its collection is resisted and avoided in every way possible. And so the schools, being outside the political unit, suffer.

By making the *county* the unit of school government, it is obvious that its citizens would manifest the same interest in the administration of its schools that is now had in other governmental functions. County pride and a natural desire to get the best for the money expended would insure this. For proof of this look at the cities of the Commonwealth. Here the city is the unit of school government. Jefferson county, with a school population of about 8,000, is administered by nearly 300 trustees, while Louisville, with a school population of nearly 700,000, has a school board composed of fourteen representative citizens. There is, of course, no comparison between the schools of Louisville and Jefferson county. The same thing is true of Lexington, Newport, Covington, Owensboro and other cities. In the cities the best citizens are selected by the entire municipality to control the schools, and the whole city contributes to their support. All the children have equal advantages, and the success and prosperity of the urban schools are the pride of its citizenship. The wealthiest wards are made to help bear the educational burdens of the poorest, and so all have equal school advantages.

But under the district system the rural schools are, in a large measure, dependent upon the support and guidance of small communities that have little conception of the methods by which good schools are made. Petty jealousies and neighborhood dissensions are reflected in their management. Untoward influences that would be important in wider areas, distract their councils and destroy their usefulness. Because of the absence of a central controlling body, such as a county board of education, and the responsibility consequent to such a body, the school houses are the merest sheds; equipments are makeshifts or are wholly lacking; there are perhaps, six months of learning and certainly six of forgetting; the selection of teachers is in the hands of men

Digitized by Google

who have little or no conception of what a teacher should be; competency and teaching ability do not assure stability of position; supplementary aid is regarded as extortion; and, indeed, in name only have we a rural system of schools in Kentucky.

And why would the schools of Kentucky be better administered by making the county the unit instead of the district? Simply because there would be a concentration of authority and responsibility in their management. There are under our present system an average of 210 school officials to the county. Under the county system there would be an average of five or six. Even the dullest can see that, in this wider area it could be easier to select a county school board of this limited number, who would have and manifest an interest in popular education than it would be to secure 210 men of the same character. And, too, it is equally obvious that, since this board would be elected by the whole municipality, the electors would hold them to a strict accountability for the successful administration of the schools, as other officials are held in the administration of other county affairs.

A change must come in our school system before the results will justify the more than two million dollars of taxation annually expended upon popular education in Kentucky.

The educators of the State—I mean those who study existing conditions, look for the cause and the cure for our many educational ills—are fully convinced that this change should be made. They believe, and have in county, district and State meetings for the last ten years, incorporated their conviction in resolutions that have always secured an almost unanimous adoption, that the only remedy for our many educational ills, is to make the county, which is the only unit for every other governmental function, the school unit. They are sure that, if this is done, the county schools can be administered as intelligently and almost as efficiently as the city schools. The reform is bound to come. The teachers of the State demand it. If you will read the epistolary reports of the county superintendents you will find that more than two-thirds of these officials are clamoring for a reformation; and I am sure that a majority of the rural population of Kentucky, including the disinterested trustees themselves, would welcome the change.

Of late the tendency of our rural population has been to the towns and cities. The cause is obvious. Disgusted with the inefficient management of school affairs found in the school districts, they sacrifice the ancestral home and rural independence for the sake of their children. The schools of Fayette county, will, I believe, compare favorably with those of any other county in the Commonwealth, but hundreds of its best citizens have sold or rented their farms and moved to Lexington to give their children educational advantages which the county does not have. And many of those who continue to reside in the county send their children to the city schools, paying their tuition, and going to the expense of board. This year alone the people of Fayette county have paid the city of Lexington about $2,500 in tuition.

If something is not done to give the country people better schools, the time will come when the best of our rural population will crowd into our cities.

Digitized by Google

This would be disastrous to the agricultural interests of our Commonwealth. The liberal education of the farmer's child in the country is the probable salvation of the farming interests. We can not get away from the fact that the farmer's child must be made an intelligent citizen, not only content to stay on the farm if that is best, but fitted to fill honorably and intelligently any station in life. To do this he must have every possible opportunity of education and culture that is accorded to the city child. We must rid ourselves of the idea that the country school is a literary poor-house. There is nothing too good for the country child. Nearly every man who has made illustrious our nation's history was born and reared on a farm. The cradles of most of our Presidents were rocked by country mothers.

I am convinced that, if the county be made the unit of school government, it will be the greatest blessing that could be bestowed on the people of rural Kentucky. It will give them 119 school districts instead of 8,330. It will reduce the great army of nearly twenty-five thousand inefficient school officials to about five hundred, who can be made as efficient as are the boards of education that manage the schools of the cities.

It will make the county, which is Kentucky's political unit, the school unit. It will abolish a system that is foreign to all of our political ideas, and will therefore bring the schools closer to the people.

Above all, it will be a blessing to the children of rural Kentucky, and when we read the census report of 1910 we will be rejoiced to know that we have taken a higher rank in the scale of intelligence.

M. A. CASSIDY,
Superintendent Lexington City Schools.

2. I call the attention of the General Assembly to a need that is absolutely essential to the progress and success of our schools, without which all our efforts to improve our schools will be in vain. We must have one or more first-class normal schools in which teachers may be thoroughly trained for their work, free of tuition.

The State is suffering incalculable loss in time, and results from the expenditure of $2,500,000 annually because there are so few trained and competent teachers in charge of our schools. The State now has the opportunity of establishing two or more such schools without any very great expense. Kentucky is behind every other State in this respect. It behooves her to arouse from her lethargy and furnish adequate means to equip and train her teachers and make them equal to the best.

The following, entitled "Normal Schools in Kentucky," was written recently by Judge W. M. Beckner, of Winchester, and published

Digitized by Google

in the November number of "Southern School Journal." It is a clear and concise statement of the situation and of the State's needs for normal schools. I insert it with pleasure in this report and call the attention of the General Assembly to the facts contained therein:

Normal Schools in Kentucky.

That it is the duty of the State to furnish schools for all the children, *good enough for the best*, is a proposition which few persons in America will now dispute.

The common school had its origin in New England, where the Puritan fathers regarded it as a complement to the open Bible. It went west with the tide of population, and has been wonderfully nurtured there from the public lands reserved for its support by the Federal Government. In our State, the first bill to create a public school system was passed nearly seventy years ago. The cause had warm friends in those early years, but the people generally were not alive to its importance. In his annual report of January 12, 1847, State Superintendent of Public Instruction, R. T. Dillard, said:

"The power of the State, the interests of civilization, and the perpetuity of our institutions alike call upon the Legislature to devise a system which will meet the wants of the rising generation."

Dr. Robert J. Breckinridge, who served several years as Superintendent of our State, in a plea for an efficient provision for popular education in 1853, uttered this noble sentiment:

"There is a glory greater than the glory of wealth and power and arms and conquest—the glory of loving, getting, cherishing, diffusing, perpetuating knowledge, whereby men may adorn their lot in this life, whatever that lot may be; and whereby, as far as knowledge can, they may be led to know a better life to come."

Since then, there has been a steady growth in Kentucky of public sentiment in favor of the best educational facilities for all the children. It has found expression in increase of taxes for this purpose, in better schoolhouses, and in larger attendance. But money can not of itself make schools, nor will the noblest buildings in which to conduct them, be sufficient to meet the requirements of the age in the matter of education. What is it that is needed to make our schools what they should be Henry Barnard in a speech in the Legislature of Connecticut, in 1837, said:

"It is idle to expect good schools until we have good teachers, and the people will rest satisfied, with such teachers as they have until their attention is directed to the subject; and until we can demonstrate the necessity of employing better, and show they can be made better by proper training in classes or seminaries established for this specific purpose." The teacher does not make so much noise as the soldier, but his influence after all is more potent and lasting. In referring to the fear of military domination, Lord Brougham said:

Digitized by Google

"Let the soldier be abroad, if he will; he can do nothing in this age. There is another personage abroad, a person less imposing—in the eye of some, insignificant. The schoolmaster is abroad, and I trust him, armed with his primer, against the soldier in full uniform arrayed."

How are we to have teachers properly equipped and trained for their work? They are not born such, as poets are supposed to be, but must be fitted for their great work as are members of the other professions. Doctors always, lawyers generally and preachers usually are required to attend institutions specially founded for their equipment before attempting to ply their vocations. In Kentucky, we require examinations of teachers in the elements of an ordinary education, but this does not embrace pedagogy or practical training in this calling, so tremendous in its influence. Professor Edward S. Joynes of William and Mary College, in a letter published during the last days of the Confederacy, very graphically described the educational needs of Virginia forty years ago, and what he said applies to Kentucky to-day. In part he wrote as follows:

"Among our own people, teaching has been mostly a temporary occupation, serving only as a stepping stone to some other pursuit that offered higher rewards, and too often it has been the last resort of the incompetent and worthless, who had failed at every other business. Under such circumstances, with such standards in the profession of teaching itself, it is not to be wondered at *that our standard of education is low.* We need an independent, self-sustaining system of education, represented by our own teachers, sustained by our own institutions—an education simple, earnest, truthful, worthy of the character of a free and uncorrupted people."

Continuing his letter, Professor Joynes said:

"There is but one way practicable to attain the end of popular education, and that is the education of teachers adapted to the wants of our schools. This reform is fundamental to every other in the cause of education. For want of it, all the endowments of the State, and all the endowments of benevolence in behalf of education, however extensive, will languish and fail; for it is at last only through good teachers that good teaching can be had, and without good teaching, no system of education can be effectual."

Dr. Breckinridge, in his report as State Superintendent, dated December 16, 1857, wrote:

"The people of the State will prefer good teachers to indifferent ones, and if the State prefers that these good teachers should be strangers and foreigners rather than her own sons, she has only to refuse all provision for training at home and the result is secured."

The situation in Kentucky to-day with reference to this matter of providing for the training of teachers is the same as it was when Dr. Breckinridge thus wrote. The only difference is that we have more children, more schools, and increased funds with which to conduct them, although our resources dedicated to this purpose are still inadequate. A large proportion of those who teach in Kentucky have had no special training for their vocation because the State affords them no facilities. There are thousands of young men and women who would gladly attend normal schools if located

Digitized by Google

near them, and so supported by the State as to make it possible for persons of small means to enjoy their advantages. This class of people can not afford to go to other States where a more enlightened policy prevails, but are compelled to engage in teaching at home without proper equipment. There is a State normal school for the colored people at Frankfort, and every enlightened, right-thinking Kentuckian should be proud of it. It is doing a noble work for the race in whose behalf it was founded. But are not the needs of the white schools worthy of at least as much consideration? We have a feeble attempt at a normal school connected with the State College, but it does not come up to the standard demanded by the needs of the great Commonwealth in which we live. That State College was founded to teach such things as pertain to agriculture and the mechanic arts, and should not be diverted to any other purpose. I have no faith in any man's profession of devotion to popular education who is not earnestly in favor of an adequate system of normal schools. If we are not willing to listen to the sages and are not ourselves capable of understanding the necessity for these institutions, let us learn by example. What have the great Commonwealths that have led the procession in the growth and development of the republic done in this respect?

Massachusetts, with a native white voting population of 320,943, of which there was a percentage of .06 who could not read or write in 1901, appropriated $265,633 for the support of her normal schools. It may be said that she is an old and rich State, and that it is hardly fair to compare her with Kentucky. Then let us take Wisconsin, which is a new Western State. She has a native born white voting population of native born parents amounting to 116,943, of whom only 1.5 per cent. are illiterates. She gave to her normal schools $322,955 the same year. California with 1.1 per cent. of illiterates, in the same class of voters, appropriated $201,584 for the training of teachers in her normal schools.

New York, which had only 1.9 per cent. of illiteracy in her native born voting population, gave $590,125 to her normal schools. It may be argued that these are all great prosperous States, as compared with Kentucky. Well, let us look South, where the people have hardly recovered as yet from the wreck of the Confederacy. The following were the statistics in 1901 for a few of them:

Alabama, native white voters, 216,050; per cent. illiterate, 14.2; appropriation, $45,000. Tennessee, native white voters, 353,621; per cent. illiterate, 14.53; appropriation, $20,000. Virginia, 280,881; per cent. illiterate, 12.5; appropriation, $30,000. North Carolina, native white voters, 284,601; per cent. illiterate, 19.0; appropriation, $46,000. Louisiana, native white voters, 121,356; per cent. illiterate, 20.3; appropriation, $26,000.

After we have looked at these figures let us turn to Kentucky. She has a voting population of 402,244 with native born parents, with 15.05 per cent. of them illiterate. She appropriates $4,000 per year for normal training, and this is absorbed in a branch of the State College, an institution having other objects in view. Are not these facts enough to make our legislators blush for shame? It will be observed that wherever the appropriations for normal schools are most liberal, the percentage of illiteracy is the lowest.

Digitized by Google

Col. Francis W. Parker, the greatest of all normal school teachers, once said:

"The function of the teacher is to make life, society, the State, the nation what they should be; and the function of a normal school is to train men and women for their duties, which are indeed higher and more important than all others."

In the new education, which we may fairly call American, the chief factor is the teacher. Text books are very well, but they are of secondary consideration.

Does anybody know or care what books, if any, were used by Socrates, Plato, Aristotle, Comenius, Pestalozzi, Froebel or Parker? Their pupils were sheep, whom the shepherds not only fed, but led into green pastures, where they could feed themselves. The old system of memorization is passing away with the rod, by which it was stimulated. Under the new methods, initiative, and not imitation, is the keynote. The old way was easier because it was mechanical. Its results were much like music of the organ grinder. The instrument on which the modern teacher must know how to play is the harp of a thousand strings, found in the nature of every child committed to his care. How can he successfully do this without adequate training, and where can this be had save in a properly arranged and equipped normal school?

Kentucky has no debt, and her children are worthy of the best teaching that age affords. This they can not have unless those who teach them are qualified for the work by special training in institutions equipped for that purpose. Paul asks: "And how shall they hear without a preacher? And how shall they preach except they be trained?"

If it be conceded that properly prepared teachers are necessary to the proper organization of a school system in Kentucky, the question of normal schools is no longer one of policy. The Legislature has no discretion in the matter. Our new Constitution declares that "the General Assembly shall, by appropriate legislation, provide for an efficient system of common schools throughout the State." Can the system be "efficient" when its chief corner-stone has been left out? We are living under the fourth Constitution adopted since the State was admitted, and this is the first in which such a requirement can be found. It means something, and our legislators should feel it oppress their consciences until they have obeyed their oaths of office to do what the Constitution so clearly demands.

The General Assembly meets next winter, and let every friend of education do what he can to impress on its members the supreme importance of such a system of normal schools in Kentucky as will give full opportunity for the training of teachers qualified to furnish our children with the education which the times require of those who hope to succeed in this age of struggle and fierce competition.

3. The methods for repairing school-houses and building new ones are very unsatisfactory and inefficient. I would suggest, if not unconstitutional, that the counties be required to levy and collect an-

Digitized by Google

nually a tax sufficient to repair the school-houses needing it, and to build a few houses yearly in districts most needing them, until there are good, modern houses, well equipped in every district. The counties levy and collect taxes to repair and construct roads, and build bridges where needed; can they not with equal propriety prepare comfortable houses in which to educate their children?

4. It is a principle, thoroughly established, that the State must make provision for the education and training of its children in all those branches necessary to prepare them for good citizens. Then it follows as legitimately, as any corollary to a proposition in geometry, that the State must require the children to avail themselves of the provisions made by it for their benefit. Hence arises the necessity of some legislation compelling the attendance of all able-bodied children, within a certain age, in the schools prepared for them. The statistics show that less than 50 per cent. of the children within the ages of six and twenty years attend school in any year. From this it is not surprising that illiteracy in our State surpasses that of all the States except three or four.

The demands for a suitable compulsory attendance law are more and more attracting the attention and eliciting the interest of thoughtful and patriotic citizens.

Compulsory education was elaborately and learnedly discussed lately in an address made by Andrew Sledd, the distinguished president of the University of Florida, and published in the October number of the Southern Educational Review. The editor of the Review, Mr. H. Elmer Bierly, has consented for me to use the address in this report. It is worthy the careful perusal of all friends of education, and I consider myself fortunate in being permitted to incorporate it in my report. He speaks as follows:

Compulsory Education.

It is hardly necessary to define compulsory education. It is merely a statutory requirement that all children within a specified age limit shall attend school regularly for a specified part of each year, unless prevented by certain specified and sufficient causes, and it carries, of course,

Digitized by Google

appropriate penalties for its violation. It does not concern itself with the higher education, and thus escapes the whole class of problems which lie in that department. It deals only with the public schools, or with private schools of like grade; and it represents the State's supreme effort to make its public schools effective, and to rid itself of the burden and the curse of public ignorance.

It will be seen at once that such a statute strikes at the very root of popular ignorance, and deals with the final question of the efficiency of popular education. Larger appropriations for our public schools, better school houses and better teachers and longer terms, are all desirable. But none, nor all, of these can be finally effective unless the children can be made to go to school. This first and fundamental difficulty compulsory education proposes to remedy. It proposes to make the children go to school.

The end aimed at most of our people will recognize as highly desirable. There is a very general—but by no means universal—feeling that our children of school age should be in school. But some—perhaps many—of our people, will object to the means by which it is proposed to accomplish the result desired. If it were true that these objections are based wholly on ignorance of the facts of our general illiteracy or on a general and unreasoning opposition to education per se, it might be necessary to introduce this discussion with the citation of educational statistics and with an argument touching the desirability of education in general. But many of our fellow citizens, who are cognizant of the facts and are hearty champions of education in a general way, still oppose the scheme of compulsory attendance. To them this paper is addressed. To those who do not know the extent of our popular ignorance, and to those who are opposed to all education, I have nothing now to say. But, premising a fair degree of acquaintance with the situation and a considerable interest in education, this paper will deal briefly with those grounds of opposition to compulsory education which lie more or less outside of the educational sphere, and which are more or less peculiar at this time to our own particular section.

And first, it may be objected that the scheme is new, and conservatism may be rallied in opposition to it. But, while the school is new in the South—no Southern State having any such statute—it has for years been in successful operation in other parts of the Union, and to-day every non-Southern State in the Union (with the exception of Delaware, Missouri, Oklahoma and Indian Territory) has in operation some statute for compulsory attendance upon the public schools. And it may be remarked in passing that the Legislature of Missouri passed such a law in 1901. But the measure was killed by the Governor's veto.

It is a most significant fact that the opposition to compulsory education is thus almost exclusively found in the Southern States; and one is led to believe that the real and fundamental cause of such opposition is involved in the history and traditions of the Southern people. We can not discuss this phase of the question directly, but it may be illustrated from time to time as we proceed; and the philosophic mind will have no great difficulty in tracing the

Digitized by Google

connection between the different forms of present opposition and some feature or fact of our sectional life and history. In the present item—that of novelty—is not the opposition of an ultra-conservatism the natural manifestation of that spirit which locates the greatness of our section in the days of our fathers, which, with face towards the past, rejoices in the glory that has been, and, in its very adoration of a historic greatness, despairs of improving on any of the institutions or ways of the fathers, and regards any suggestion of change as an insult to the mighty dead, treason to the land of Dixie, and a profanation of the sacred traditions of a distinct and peculiar people? It is certainly true that the possession of a past exercises a tremendous conservative influence on the activities of the present, and the nation with its history to make will achieve greater things than the nation whose history, however splendid, is already made.

But I am an apostle of the New South. I say "the New South" because I believe in that term and in all that it signifies. "The old order changeth." It is the law of life and progress. Our golden age is not behind, but before us. Our glory is not of the sunset, but of the sunrise. Our faces are turned not towards the past, but towards the future; and we realize, that

"The best is yet to be."

I do not discount the deeds and glory of our fathers—God forbid; but I prophesy the achievements of our sons. I can not believe that the high-water mark of Southern chivalry and courage was reached when the bloody tide of Pickett's charge marched up the hill at Gettysburg—nor that the promise and the potency of Southern manhood exhausted itself in the making and defense of the South of our fathers. And I repudiate for the younger generations of Southern men and women any and all such implications that we are a race of degenerates—feebler than our sires in courage and in chivalry, or yielding to them one whit in fearless patriotism and progressive achievement for our native land and for our reunited nation. Southern manhood has not lost its virility, and Southern power has not perished from the earth. But we are no longer disposed to fight the old fights. They have been fought, and well fought. We commit them to history, and grip our swords for the fights that are yet to come.

The New South will not be unworthy of the old. Still it must be the NEW South. Child of the old, but different—different in environment and in views, in problems and in policy, even in sentiments and sympathies, in ideals and aspirations—different, yes, with multifold and multiform diversity, but neither false to its past nor unworthy of its heritage. What was good enough for our fathers is not good enough for us; and what suffices us will not suffice our children. This popular slogan of pernicious conservatism—"What's good enough for our fathers is good enough for us," is essentially and wholly false; and it is wonderful that even those who use it should fail to see the stultifying folly of the sentiment.

All that we have and enjoy to-day—nay, all that we are—we owe to those brave spirits that have insistently repudiated this silly and suicidal sophistry.

Digitized by Google

Progress in science, in philosophy, in literature, in art, and in religion—any progress, and all progress, has issued out of that restlessness and discontent with the prevailing order which has stirred brave and prophetic souls to foresee and to make possible and real a new, a changed and a better state. Our presence here, our studies and discussions, are eloquent with the story of old things done away, and all things new. You sit in a comfortable chair; your father sat on a bench or stool, and your grandfather sat on the ground. You wear comfortable and beautiful clothing; your father wore a bear skin, and your grandfather a fig leaf. You live in a commodious house, and you light it with electricity; your father lived in a cabin, and lit it with a pine knot, while your grandfather lived in a cave, and closed its mouth with a stone at nightfall. What was good enough for our fathers is not good enough for us, and can not be. Look on your left arm. There is a scar, the record of your vaccination. That little scar is an epitome of the story of resisted progress. When Jenner sought to introduce his new discovery, scientists railed at him for "bestializing" the species by the introduction of vaccine virus into human veins, while pious clergymen denounced it as a sinful violation of the ways of Providence, and proclaimed, with unctuous emphasis, that the way their fathers died was good enough for them. Now we are all vaccinated, and we pass laws to constrain the obdurate. Still we need take care lest, *mutatis mutandis*, this story should still apply to us.

The fact is that the whole structure of modern civilization is a magnificent monument to the wisdom and courage and power of men who departed from the ways of their fathers. As in the past, so now, and in the days to come. As in other lands, so in the Southland. As with other peoples, so with us. Unless we can believe that the sun of Southern glory touched its zenith in the old days, and that Southern achievement winged its highest flight in the former order, we must look forward to a New South, different from the old, and surely better. As the poet sings—

"I, too, am weak, and faith is small
And blindness happeneth unto all,

"Yet sometimes glimpses on my sight
Through present wrong, the eternal right;
And, step by step, since time began,
I see the steady gain of man;

"That all of good the past hath had
Remains to make our own time glad—
While still the new transcends the old,
In signs and tokens manifold.

"And onward, upward, moves the race,
With fearless heart and steady pace,
Until at last we come to be
The good that now we dimly see.

Digitized by Google

"And, heirs of all the ages, stand
On tiptoe, while the promised land
Unfolds before our ravished sight
The beauty of accomplished right."

It is the law of life and progress—not that we need be, like the old Athenians, always running after some new thing, but that the fact of novelty can not be an argument either for or against any measure proposed.

Compulsory education is, indeed, new in the South; but it is old and proven in other sections and other lands.

In Massachusetts, indeed—I quote from Horace Mann—"The colonial law of 1642, after premising that for as much as the good education of children is of singular behoof and benefit to any Commonwealth, ordered that the selectmen of every town shall have a vigilant eye over their brethren and neighbors to see, first, that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach by themselves or others their children and apprentices so much learning as may enable them perfectly to read the English tongue and knowledge of the capital laws; and it imposed upon parents what, in those times, was a heavy penalty for neglect."

By the law of 1671, the selectmen were again required to see that all children and youth "be taught to read perfectly the English tongue, have knowledge of the capital laws," etc.

And the laws of the Plymouth Colony, after setting forth that, "whereas many parents and masters, either through an over respect to their own occasions and business, or not duly considering the good of their children and servants, have too much neglected their duty in their education, whilst they are young and capable of learning," proceeded to make substantially the same requirements as were made by the above-cited provisions in the laws of Massachusetts Bay Colony; and then declared that if any parents or masters, after warning and admonition, should still remain negligent of their duty, "whereby children and servants may be in danger to grow barbarous, rude or stubborn, and so prove pests instead of blessings to the country," then "a fine of ten shillings shall be levied upon the goods of such negligent parents or master." If, after three months subsequent to the levying of this fine, "no due care shall be taken and continued for the education of such children and apprentices," then a fine of twenty shillings was to be levied. "And, lastly, if in three months after that, there be no reformation of the said neglect, then the selectmen, with the help of two magistrates, shall take such children and servants from them (i. e., the parents), and place them with some masters for years (boys till they come to twenty-one, and girls eighteen years of age), which will more strictly educate and govern them according to the rules of this order."—Rep. Com. Education, '98-9, p. 1285.

These are, so far as I am aware, the earliest instances of compulsory education with attached penalty for neglect to be found in the history of our country. But the practice has spread now to every part of the Union,

Digitized by Google

outside of the South, and the present tendency is to increase, rather than diminish, the stringency of present requirements, and to widen, rather than restrict, the scope and authority of the law.

The scheme has, moreover, been tried and approved in many other lands.

It has been a fixture in Germany for nearly three hundred years. Frederick the Great but made more specific principles that had been recognized for one hundred years, when, in 1763, he fixed this law, "Primarily, we demand that all our subjects upon whom the education of youth devolves, be they parents, guardians or masters, send their own children, as well as those entrusted to their care, boys or girls, to school at five years of age, if not before, and allow them to attend till their thirteenth or fourteenth year. They shall be kept at school not only until they understand what is of importance for them to know about Christianity, and can read and write, but until they can give intelligent advice and answers upon what they have learned from the readers ordered and approved by our consistories."

Great Britain, including Australia, and even New Zealand—France, Italy, Austria, Switzerland—all have some form of compulsory education; and Japan has had it for a generation. In 1872, the Mikado's edict contained these words:

"All knowledge, from that necessary for daily life to that higher knowledge necessary to prepare officers, farmers, mechanics, artisans, physicians, etc., for their respective vocations, is acquired by learning (*Sic.*). It is intended that henceforth education shall be so diffused that there may not be a village with an ignorant family, or a family with an ignorant member."

High ambition, worthy of the little yellow man who has shaken off the slumber of the countless centuries, and is building a new and a mighty nation in the Eastern world. To realize this great ambition, to hasten the spread of saving knowledge, Japan has passed a law for compulsory education, which alone could make effective such secondary measures as the multiplication of public schools and increased expenditure of public funds.

Evidently, then, this scheme has long since passed the experimental stage; and the South would run no risk of an untried novelty by herself adopting it. And the fact that it has as yet been tried by no Southern State, instead of deterring, should be an incentive to us in Florida, if in other particulars we find the proposal good, to be the first State in the South to take this forward stride and thus, instead of waiting to follow, push forward to lead our Southern sisters in the educational advance.

This, I say, "if in other particulars we find the proposition good." But some man will object to the proposal as the visionary scheme of some fool school master; and he will certainly quote the proverb, as old as Heywood, and as threadbare as the poet's cloak:

"You may carry a horse to water, but you can not make him drink." And he laughs at the very term, "Compulsory education." "Why," he

Digitized by Google

says, "you can't make a boy learn by law. You can't remove ignorance by an order to educate."

Well, perhaps not, altogether. But neither do your laws against murder altogether prevent the violent shedding of human blood, and yet, should we be willing to leave the murderer unrestrained merely because the laws against murder do not perfectly accomplish the purpose of their being? Hardly. And the laws against other, and sometimes more hideous, crimes of violence, have never been able totally to remove the crimes at which they are aimed. Would you, therefore, leave the innocent a prey to violence, and purity in the hands of lust, because your laws, forsooth, sometimes fail either to hinder crime or to avenge it? Hardly, I fancy.

It is indeed a characteristic of all human law that it will fall short of the ideal accomplishment of its purposes; and the argument of insufficiency may be launched against every ordinance that man has ever passed. The law is to be measured, not by its failures, but by its aggregate success; not by the few cases that it can not reach, but by the many that it deals with successfully; not by its distance from the ideal, but by its progress towards it. Measured thus, statutes for compulsory education, which for our critic's sake we might better call statutes for compulsory school attendance, immediately commend themselves.

"*You* can not make a boy learn by law." Perhaps not, in every case. But you can make him go to school. "What's the use of that?" Well, when you have got him in school, you have not only put him in the way of intellectual influences, whose effect you can not predict or measure, but you have subjected him to educational authority, and it, wisely exercised, can and will put restraint, in some degree effective, upon every pupil in the school.

"You can not make a boy learn by law." Maybe you can, and maybe you can't. Certainly it means a great deal to put the boy in the way of right influences. How many a child, when the *initia inertia* of laziness and youth has been overcome, has taken eagerly to his studies, and won his way to knowledge and to fame. How many a careless and indifferent boy, when by some word, some picture, some startling fact, his curiosity and interest have been aroused, has been electrified with the enthusiasm of a new life, and has been transformed into a new and better creature, and has become at last against every antecedent probability, a wise and influential citizen. And how many a child of every sort and class, has been inspired by the life around him to beat his way to better things. The example of his teacher, the emulation of his fellow students, the sweetness of success, even the stimulating impulse of not irretrievable defeat—these open to the child a new and healthy vision, and voices without call to a long silent voice within, and at last it answers, "I am here, A MAN."

There is in many a child, who never read a book or crossed the threshold of a school, or perhaps even cared to do so, a latent readiness to respond to scholastic influence. Like the wheat in old Egyptian tombs, the mental and spirit life of the child has been sealed up in cold and silent isolation; but burst the tomb, bring forth the wheat, plant it; let

Digitized by Google

the dews of heaven water it and the sunshine call to its latent life, and, lo, bread for the hungry multitudes. Compulsory education bursts the tomb of childish ignorance, or parental folly, and brings forth the precious seed of the young life into the sunshine and the dew, and, lo, a hero, a saint, a power in life and death, and a heritage of glory for the race.

"You can not make a boy learn by law." Yes, in a very important sense, you can. When you have got him to school by law—whereas without the law he would have stayed at home—and the influences of the school have made him learn, however much, however little, you have indirectly, but none the less truly, made him learn by law. But, indirectly, the law goes further still. There will always be a small residuum of incorrigibles, who are not outwardly, at least, susceptible to the various influences of which we have spoken. I say "outwardly," for I believe that we are all really susceptible in some degree to every influence that bears upon us, so that I should entertain some hope even for the apparently incorrigible under the hidden operation of good influence. But the principle of compulsory education does not stop with this hope, nor limit itself to the uncertain effectiveness of good influence. The actual statute exhausts itself when the pupil has got to school, but, once there, he is handed over to other laws, which say to all, "Thou must," to the incorrigible, "Thou shalt." And those who will not learn, the insubordinate and the vicious, are first subjected to the general penalties of the school, are then segregated in a school of their own, and subjected to a different and more rigid discipline, and are finally sent, if incorrigible still, to the State reformatory. Then, and not till then, has the State done her uttermost for her citizens.

But the final incorrigible under such a system would be very few. Most children, as we have said, would respond to the influence of the scholastic atmosphere, and only a very few would stand out against the combined pressure of influence and authority. It is impossible to tell just what the percentage of incorrigibles would be in any given case; but we may quote expert opinions.

When Horace Mann was Secretary of the State Board of Education of Massachusetts in 1847, he sent out a circular letter, containing, among other questions, this: "Should all our schools be kept by teachers of high intellectual and moral qualifications and should all the children in the community be brought within these schools for ten months in a year, from the age of four to that of sixteen; then what proportion, what percentage of such children as you have had under your care could, in your opinion, be so educated and trained that their existence on going out into the world would be a benefit, and not a detriment, an honor and not a shame to society? Or, to state the question in a general form, if all the children were brought within the salutary and auspicious influences I have here supposed, what percentage of them should you pronounce to be irreclaimable and hopeless?"

"This circular was sent," he says, "to teachers highly competent to give evidence on so important a subject—competent from their science, and from their personal experience, from the sobriety of their judgment, and from

Digitized by Google

their freedom from any motive to overstate facts or to deduce inferences too broad for the premises on which they were founded"—and these teachers, of the highest intellect and character, made such replies as these:

"My belief," says one, "is that under the conditions mentioned in the question, not more than 2 per cent. would be irreclaimable nuisances to society; and that 95 per cent. would be supporters of the moral welfare of the community in which they reside."

Another says: "So far as my own experience goes, and I have been engaged in this profession twenty-four years, so far as my knowledge of the experience of others extends, so far as the statistics of crime throw any light upon the subject, I should confidently expect that ninety-nine in one hundred, and I think even more, with such means of education as you have supposed, and with such divine favor as we are authorized to expect, would become good members of society, the supporters of law and order, and truth and justice and all righteousness."

While another goes so far as to say: "I should scarcely expect after the first generation of children submitted to the experiment to fail in a single case to secure the results you have named."

It will be observed that the essence of these questions and replies is that the children, if they can be brought and kept within the range of scholastic discipline and influence, *all* the children, with the possible exception of one or two incorrigibles in every hundred, will be developed into intelligent citizens and useful men and women. The only question in the minds of the men here quoted would be to get the children to good schools, and to keep them there. That granted, the issue, on the basis of their experience, does not admit of doubt or question. "Put the child in school, and keep him there," they say, "and he will come out an intelligent man and a good citizen." Now, that is just what compulsory education proposes to do. It puts the child in school and keeps him there. And the experience of those States which have tried it tends to confirm the views of these practical educators as to its immense service in removing ignorance and developing an intelligent, liberal and progressive citizenry.

It must not be forgotten, moreover, that compulsory education deals with the ignorant, careless, or bigoted parent no less than with the lazy and vicious child. Many a child is kept out of school, not because of any unwillingness on his own part either to attend or to make the most of the advantages offered him, but because of the folly or vice of his parents. In such cases, and they are very numerous, compulsory education can, and will, have the effect of making a boy learn by law, and removing ignorance by an order to educate. It will not only open the doors of the school house to this child whose path is blocked by parental interference and tyranny, but it will say to the parent, "Stand back, and give the child his chance." It will forbid the ignorant and vicious parent from perpetuating in the person of his helpless child his own evil and dangerous characteristics, and will protect the child in his inherent right to the development and exercise of his every faculty.

In all such cases as this the immense benefit of compulsory education can neither be questioned or denied—and such cases as this, by reason of their

Digitized by Google

number and their tremendous importance to the individual and the State, aside from those other cases of other and evil children who might or might not be benefited by the law—such cases as this, where the benefit is immediate, immense and undeniable, would of themselves be sufficient to silence that carping critic, who assails the proposal as the visionary scheme of some foolish schoolmaster.

If now we have driven our conservative critic from his charge of novelty, and our carping critic from his charge of folly, we may take a fresh start to tilt against two other opponents of our cause.

The first of these is the practical man. He will acknowledge the desirability of the scheme proposed but deny its feasibility. He claims that in a section such as ours, where the population is large and widely distributed, it would be practically an impossibility to make any legislation on the line of compulsory education effective without a greater expenditure of public money and a greater burden in the execution of the law than would be justified by the benefits of the course proposed, or be compensated for in the general welfare of our section. It can not be denied that there is force in this objection, and that the scheme of compulsory education, which might prove eminently successful in a section whose population is largely urban, might prove entirely impracticable in a section whose population is not centralized, but is rather distributed sparsely over a wide area. It may be said, however, in full recognition of the arguments that lie along this line, (1) That the compulsory statute may be so worded as to apply only to those school districts, rural and urban, in which the density of the population is such as to make the statute both practicable and effective. (2) That our rural population is hardly more widely distributed than in other sections and in other countries where compulsory education is in practical and efficient operation. (3) That the development of the idea and the spread of the practice of free transportation for the school children of the rural districts would greatly weaken, even if it did not finally destroy the objection which we are considering. (4, and finally) Our present public school system, with all its defects, has at least this one great and conspicuous merit, that it does manage to place a school-house within respectable reach of nearly every child in the section, so that the question of the practicability of compulsory education appears to be only another phase, in this particular, at least, of the question of any education at all. Indeed, even with our present system of rural schools and without free transportation for the school children, the question involved is not so much as that of providing an accessible school as of compelling the children to attend that school. In general, it may be said that we have a school for every child in the sparsely populated districts, and it remains for us to compel the children to attend.

"But," says the practical man again, "the parents of these country school children are largely small or tenant farmers, making a scant living for themselves and their family out of the soil, by their own toil and the plentiful sweat of their own brow! These men are too poor to spare their children from the fields. It is not a question with them whether or not the State will provide free education or even free transportation and free text-books for

Digitized by Google

their children, but it is a fundamental question of the support of the family which demands the hard and unremitting toil of its head and its every member. They must labor by their individual exertions to support their large families of children; and they can not afford to support them in what they might consider the luxurious idleness of school life; and even if they realized that the child in school was really working hard, it is nevertheless true that such work is not, for the present, at least, productive of that material compensation which would minister to the child's support; and that is the fatal objection. It is the world-old pitifully tragic struggle for mere existence that binds them and their children to constant toil and isolation."

In reply to this proposition, it may be said that this picture is perhaps overdrawn and that comparatively few of our small and tenant farmers are so poor that they can not spare their children for a reasonable period of attendance upon the public school. For those who are actually so indigent, exemption could be provided in the statute.

But it must always be remembered that the education of his children is the poor man's best investment. He needs it even more than the rich man. It is his means both of defense against oppression and of a larger and more abundant livelihood in the years to come. It protects his present and gives promise for his future. It is the guarantee of his advancement, the open sesame of his larger and richer life; and it is the soundest business policy for the poor man to suffer to-day in order that he and his children may reap to-morrow the larger rewards of more intelligent effort. And it is a fact demonstrated in a multitude of instances that the rightly educated child will make more, even in the momentary and material sense, by the added skill of his more intelligent efforts than the whole family could hope to accumulate by their unskilled and continuous drudgery as hewers of wood and drawers of water. A single illustration will suffice:

One, whom your speaker knew well, was plowing in his father's cornfield. His father came to him and offered him his choice of an education or a farm. The ambitious boy chose the education; and in after life, aside from the infinite and immeasurable satisfaction which came to him in the enjoyment of his personal culture, aside from his consciousness of the larger life and richer hope, aside from his dignity at home and in his State which were brought him by his culture and were the tribute of his family and his fellow citizens to his intellect—aside, I say, from all these things, this farmer boy, who chose education before the farm, made more money in a single year than all the other members of his family. This illustration could be multiplied a thousand fold; so that it will appear, even from a mercenary standpoint, that the poor man's best investment is in the trained brain and skilled fingers of his children.

But, again, another objector will oppose the system of compulsory education on the ground that it trespasses upon the rights and privileges of the family, and arrogates to the State the rights which inalienably belong to the father. The solidarity of the family, and the supreme rights of the family's head in the control of the family's children, would be infringed

Digitized by Google

upon by the assumption on the part of the State of the right and power to compel the education of the child. This objection possesses greater cogency in appearance than in fact. It is, of course, true that for the State to say to the father, "You must send your child to school," does greatly modify the rights of that father over his child and does place the State, in a measure at least, in the paternal attitude towards the children of its citizens. But all organized society is founded upon and necessarily demands the surrender of many personal and individual rights; in return for which it confers certain communal privileges and guarantees to the individual the uninterrupted enjoyment of his other rights. Indeed, it may be laid down as a fundamental principle in this connection, that the State has a right to demand, and must demand, the surrender of any and all individual rights and privileges which jeopardize the existence of the State and hinder the development of the larger civic interest. To be sure, the State will provide some compensating advantage for the rights surrendered; but no State can surrender its general claims on the individual and his private interests without inviting civic disintegration and disaster. To illustrate: One would surmise that the right to life was the most sacred and inalienable of the personal rights, but the State does not hesitate to curtail that right in the case of any citizen whose continued enjoyment of that right would be detrimental to the public welfare. And it carries this assertion of supremacy so far that it does not recognize the right of any citizen even to take his own life, claiming that his life is the property of the State and that its continuance involves the interests of the State. On the contrary, the State does not hesitate to deprive the citizen of his life where civic interests demand it. In both cases, the action of the State is based upon the postulate that the citizen's life is not his own, but belongs to the State, so that he may not lay it down or extend it at his own pleasure, but only at the will and in the interests of the State.

Similarly, the father's rights over his children would seem to be among the fundamental private rights. He gives the child its life and it would seem that he might fairly claim the control and the direction of the energies which he has called into being.

But it is not so. On the contrary, the State regards the child, not as a member of the family, but as a potential citizen; and does not hesitate to take immediate and intimate supervision of the welfare and interests of the child from its earliest infancy. Thus, *infanticide is a crime*, though the infant may have no knowledge either of life or death, though it has no capacity for either good or evil, though it may suffer no pain in its death—still, infanticide is a crime; not because the father did not beget the child, or can be relieved from the obligations of his paternity, but because the State regards the child as a potential citizen, and is obligated to protect it as such in its right to life even against him to whom it owes its life. From this standpoint of the State, which regards every child as a potential citizen, every child comes into the world as an heir to certain civic rights and privileges which the parent can not control, and which are sustained by the State against the rights and privileges of the family as such. Among

Digitized by Google

these rights to which the child is born, and which are over and above any family rights and parental authority are, as has been said, the right to live, the right to protection in body, mind and morals, and all other rights and powers which would or could contribute to the prosperity and perpetuity of the State. Thus the State does not hesitate to say to the father, "You must not abuse the body of your child or maltreat or maim it in any way;" not because the State has any particular affectionate interest in the particular body of that particular child, but because the preservation of the State may some time demand the body of that child as a bloody sacrifice for its defense; and the State, in the potential need of the life and service of its citizens, asserts its civic right to protect that life and body for itself. Thus the State protects the child against the possible oppression and injury of the family. On the contrary, the State does not hesitate to assert its prior right to break up the family whenever civic interests find that justice must be executed upon the child. The youthful thief will be taken from the bosom of his home and cast into prison; and the youthful murderer will expiate his crime in the chair or on the gallows, not because the State disregards the rights of the family or takes pleasure in the punishment of the child, but because larger civic interests can only be maintained by such an assertion of the State's supremacy.

Any other principle than this would ensue finally in the dissolution of all society and in the reign of the wildest anarchy.

Now, if the State may constantly exercise the right to protect the body of its youthful citizens against the parental authority or the oppression of parental injustice, has it not the same right to protect the mind of the citizen-that-is-to-be from the carelessness, ignorance or indifference of the home? And if the State can go into the home and say to the head of the family, "You must neither injure nor neglect the body of your offspring," can it not, and ought it not, to exercise a more rigid supervision and a more strenuous authority in the protection of the mind from injury or neglect? Or, again, if the State can go into the family and say to the broken-hearted father and weeping mother, "Give up your child for prison walls and a shameful death," can it not, and ought it not, with the majesty of an infinitely greater authority, to go in to a stupid father and silly mother and say, "Give up your child for the public school and the dignity of efficient service for the State and the race?" How much wiser it would be to exercise this civic authority in putting the child in school, keeping him there, and fitting him for effective citizenship, rather than, through any silly squeamishness against governmental paternalism to leave the child in the hands of ignorance until ignorance has borne its proper fruit in vice, and then at last to assert the State's supremacy not to save but to destroy? How much better and wiser, how infinitely more appropriate to the majesty of a great State to assert its authority to save its youthful citizens, rather than at last, too late, to raise its bloody hand to destroy. The public school is the enemy of the prison, and if the State will assert its authority to put its children in the public schools, it will need less and less to take them with violence and cast them into the prison.

Digitized by Google

The State has a right to compel parents to provide their children with such education as is necessary to fit them for good citizenship. It is a part of the soundest civic policy so to do, and every measure looking to this end deserves and should receive the loyal and patriotic support of every intelligent citizen.

I have thus tried to place before the General Assembly the present status of education affairs in the State, and have suggested some needed legislation. I confidently trust that something may be done to give an impetus to the cause of general education that will, in a few years, place our loved Commonwealth in the front rank of her sister States in wealth, intelligence and morality.

With sentiments of highest regards, I am,

Very truly,

JAS. H. FUQUA, SR.,

Superintendent Public Instruction.

Digitized by Google

Samples of Questions Used in the Examination of Applicants for State Certificate.

SPELLING.

1. What is a simple word? Compound? Primitive-Derivative 10
2. How many letters in the alphabet? From what is the name derived? 10
3. How are the number of syllables in a word determined? 10
4. Name the different kinds of words with reference to syllabification, and give the number of syllables in each. 10
5. In oral spelling, would you have the class pronounce and repeat each syllable as spelled? Why? 10
6. What is an affix? A suffix? A synonym? 10
7. What is a diphthong? A diagraph? A triagraph? A homonym? 10
8. What letters are never doubled? 10
9. What is the base of every syllable? 10
10. Spell: Cocaine, pageant, erysipelas, yacht, rendezvous, satellite, roguish, tonsilitis, acoustics, gossamer.

READING.

1. What are the purposes of reading work? Cover grades one to five in your answer. Consider the question in the light of the power of reading to affect character, to give pleasure, and as a means of expression on the reader's part. 10
2. What method would you use in beginning reading? What material would you use? Write a lesson suitable for use before the book is introduced. 10
3. Arrange a plan of phonic work for the first two grades. 10
4. How may you work to clear the articulation? How will you correct the habit of breaking the thought in oral reading? 10
5. Define: Accurately; enunciation; articulation and pronunciation 10
6. Define: Orotund; monotone and expression. 10
7. What relation does a teacher's knowledge and appreciation of literature bear to his ability to teach reading? 10
8. Should attention to reading increase, or decrease as the school course is proceeding? Why?
9. What are chief uses of a school library? Is it to be regarded as a necessity or a convenience? Why? 10
10. Give an illustration of a metaphor; change the metaphor to a corresponding simile. Write three sentences each containing a figure of speech other than a metaphor or simile, and specify the figure in each case. 10

Digitized by Google

WRITING.

1. Make and name the principles in the system of penmanship you teach. 20
2. Classify the letters in the alphabet according to height. 20
3. At what age would you begin the use of pen and ink? Why? 10
4. What objections would you have to the use of slates? 10
5. What assistance would you give the pupil in writing? 20
6. Write some selection from memory as a specimen of your writing.

ARITHMETIC.

1. Multiply $36.52 by 2.64 and interpret each partial product; that is, tell its relation to the multiplicand. 10
2. Divide a number by 4, by 5 and by 20, and the sum of the three quotients will be what part of the original number? 10
3. A. bought at "40 and 10 off" and sold at "20 off." The list price being the same in each case, what was the gain per cent? 10
4. What is the ratio of the square of the radius to the square of the diamter of the same circle? Of the area of a circle to area of its circumscribed square? 10
5. Discuss the purpose of work in mathematics with actual objects, and the amount of such work that should be done in primary arithmetic; in advanced grades. Describe the kinds of such objects that should be used and give reason for the selection of each kind. 10
6. A person has a circular yard that is 150 feet in diameter and wishes to have a walk of uniform width made around it within the fence; required the width of the walk so that it may occupy a fifth part of the ground. 10
7. Given a cylinder 10 inches in diameter and 12 inches long; required the area of each end, the convex area, the total area, and the contents in gallons. 10
8. A young lady received from her father's estate $20,000, so invested as to pay 3 per cent. She sold this investment at 94½ per cent and bought bank stock at 225 per cent., which yields 8½ per cent interest. What was the change in her income? 10
9. A globe of gold 1 inch in diameter is worth $120. What is the value of a globe 3½ inches in diameter? 10
10. What is the area of the largest square that can be inscribed in a circle which is 8 inches in diameter?

ENGLISH GRAMMAR.

1. What are the respective provinces of language work and grammar? 10
2. Under what heads may errors in English be grouped? 10
3. Define: Inflection. Name the divisions of inflection and define each. What parts of speech are not inflected? 10
4. Fill each blank with a personal pronoun of third person, singular number, and masculine gender: (a) It was —. (b) I desire to be —. (c)

Digitized by Google

I thought it was —. (d) I took it to be —. (e) I never thought of its being —. 10

5. Write short sentences illustrating three constructions of adjectives. 10

6. Give the constructions of each infinitive and participle in the following sentences: (a) He ought to attend to the matter. (b) I found him wandering about the town. (c) We happened to be there when he came. (d) I kept him moving. 10

7. Give the clause constructions or relations in the following sentence: "I wish you would take this also into consideration, that what we say is really for your own good." 10

8. Name the elements found in the following verb phrases: (a) Emphatic. (b) Progressive. (c) Future. (d) Passive. (e) Pluperfect, or past perfect. 10

9. What change comes to a word through each of these suffixes: Ous, ness, ed, en, th, ing, y, ly, ish, and able? 10

10. Outline one of the following topics and write upon the one selected an essay of about one hundred words, in the order of the outline: (a) "A Model Stock Farm." (b) "Manual Training." (c) "Preparation of Charcoal." (d) "Travel by Rail and by Steamer." 10

COMPOSITION.

1. What are the essential qualities of good style in writing? Define each.

2. What is ambiguity; solecism; provincialism; redundancy? 10

3. Write a loose sentence, a balanced sentence, a periodic sentence. 10

4. Define paragraph; section; thesis. 10

5. Name and explain the points used in punctuation. 10

6. Define simple style; didactic style; florid style. 10

7. Why should composition and letter writing have a prominent place in school work? 10

8. How do you teach letter-writing? 10

9. Write two hundred words, or more, on the "School System of Kentucky." 10

10. Write six sentences, each containing a different figure of speech and define each figure. 10

GEOGRAPHY.

1. Explain fully (a) causes of the change of seasons, (b) the phases of the moon. 10

2. Show by a sketch the outline of South America. Locate and name principal mountains, highest peak, the plateaus, great plains, deserts, rivers and lakes. State briefly where the most copious rainfall occurs and why? 10

3. What colonies in Australia are most densely populated? What physiographic factors determine this distribution of people? Describe the resources of this region. What are the chief cities? 10

4. Discuss the trade relations between America and Europe, stating

Digitized by Google

five important exports and European ports to which they are sent, and five imports and cities from which they come. Clearly account for the industries of each city. 10

5. Describe the chief ocean current of (a) the Atlantic, (b) the Pacific oceans. State cause, direction and effects of each. Do these currents really modify continental climate? If not account for equable climate of the shores they bathe? 10

6. (a) Name and locate chief physiographic regions of Eurasia. (b) What regions are most productive and what determines character of the products? (c) Contrast the Caspian with Lake Superior. (d) Name in order waters you would pass through in sailing from St. Petersburg to Yokohama. 10

7. Explain the chief sources of soils, and discuss the agents that produce them. What soils are found in Kentucky? 10

8. Describe the surface and estimate the area of Cuba. Describe (a) its agricultural resources, (b) mineral resources, (c) government, (d) trade relations, (e) chief cities. 10

9. Compare France with New England in (a) size, (b) topography, (c) climate, (d) resources, (e) industries. 10

10. Give full explanation of "Standard time." 10

HISTORY.

1. Contrast the French and English methods of settlement in all possible ways, such as relation with Indians, occupation, extent of settlements, relation to home country, etc. 10

2. Contrast English and American ideas as to the relation existing between the colonies and England and their ideas of representation. 10

3. Tell of each of the attempts at union of the colonies from the confederation of New England to the adoption of the present Constitution. 10

4. Describe Hamilton's financial measures and discuss the objections made to them. 10

5. Compare the articles of confederation and our present Constitution and discuss the principal faults of the former. 10

6. What was Jackson's policy in regard to the funds of the United States? What was Van Buren's? What was the policy of the former as to office-holders, and secession? 10

7. Contrast Calhoun's and Webster's ideas of the United States Government, giving the reasons each assigned for the views he held. 10

8. Difference between the reconstruction policies of Johnson and Congress. Which was finally adopted, and how was it carried out? 10

9. Name and explain three measures of national importance passed by Congress between 1877-89, with approximate date of each. 10

10. Give an outline of our relations to Cuba from 1897 to the present time. 10

PHYSIOLOGY.

1. What are the physical changes in a muscle during its action? Which of these is the most important? Why? 10

Digitized by Google

2. Describe the structure of a nerve fiber. What is the function of a nerve fiber? 10

3. Describe the action of the heart. 10

4. Explain the mechanical process of respiration. 10

5. Describe the structure of the skin, Name the functions of the skin. Uses of the different kinds of bathing. 10

6. Describe the process of mastication. What are the effects of imperfect mastication?

7. Name the parts of the brain and state the chief functions of each. 10

8. Describe the structure of the ear (using a diagram). Explain how we hear. 10

9. Give detailed directions for the resuscitation of a person apparently dead from drowning. Give reasons for this method. 10

10. Name five books on hygiene suitable for pupils, stating the special advantages of each. 10

PEDAGOGY.

1. Compare the aims of Spartan education with the aims of America to-day. 10

2. Discuss the contributions of Commenius or Pestalozzi to present educational methods. 10

3. State and discuss three (3) important suggestions made by the "Committee of Ten." 10

4. What allowances should be made for the school work of children in the adolescent periods, with reasons? 10

5. Discuss factors to be considered in securing and holding the attention of your pupils. 10

6. In assigning a lesson in any subject, what factors should be taken into consideration? Give concrete examples. 10

7. Discuss the question of "natural" and "retributive" punishment. 10

8. Discuss the purpose of manual training in the public schools. 10

9. What do you understand by "Herbartianism" in education? 10

10. Write a brief essay on either of the following quotations: "The actual education of children is defective in several particulars: in an insufficiency of food, in an insufficiency of clothing, in an insufficiency of exercise and in an excess of mental application."—Herbert Spencer. "The democratic system of education gives every man the freest opportunity to become in the fullest measure all for which Nature has fitted him."—Forum for February, 1900. 10

CIVIL GOVERNMENT.

1. Outline the Constitution of Kentucky in its main divisions, telling what sorts of governmental functions are found under each head. 10

2. What functions of government are carried on in Kentucky by—(a) The county. (b) The city. 10

3. What is the difference between a citizen and a voter? 10

Digitized by Google

4. What constitutional compromise resulted from the different industrial development of the Northern and Southern colonies? 10

5. Outline fully the judicial system of the United States. 10

6. Enumerate the powers given to Congress and discuss any one of them. 10

7. Tell how a treaty is made and abrogated. 10

8. How is it that a presidential candidate may have a minority of the electoral vote and a majority of the popular vote? 10

9. Define the terms: Import duty. Export duty. Excise, Direct tax. Poll tax. Habeas corpus. Treason. Confederation. Federation. Bill of attainder. 10

10. What does the school law of Kentucky provide regarding the qualification of teachers? 10

ALGEBRA.

Take any two of 1, 2 and 3. Time one hour.

1. (a) Factor: $c^{10}+15c^5-100$,
$8a^3-(a-b)^3$,
$(a-b)^2-c^2$,
$abcy-b^2dy-acdx+bd^2x$,
$4x^4y^2-20x_2y^3z+25y^4z^2$.

(b) State how you factored one of the examples and derive the formula used in the solution. 25

2. (a) Simplify:

$$\frac{3+2x}{2-x} - \frac{2-8x}{2+x} + \frac{16x-x^2}{x^2-4}$$

(b) Simplify:

$$\frac{\frac{(x^2-y^2)}{4\,(x-y)^2}\ \frac{(2x^2-2xy)}{xy}}{x+y}$$

(c) Why do you invert the divisor in the division of fractions? 25

3. (a) Find the square root of

$$x^4-2x^3y+3x^2y^2-2xy^3+y^4$$

(b) Explain your process of extracting the square root. 25

4. (a) Solve:

$$ax=by+\frac{a^2+b^2}{2}$$
$$(a-b)\,x=(a+b)y.$$

(b) A fraction which is equal to 2-3 is increased to 8-11, when a certain number is added to both its numerator and denominator, and is diminshed to 5-9 when one more than the same number is subtracted from each. Determine the fraction. 25

Digitized by Google

LITERATURE.

1. Write a brief criticism of Longfellow's poetry, pointing out especially the traits that have made him so general a favorite at home and abroad. Justify your opinion by citations of specific poems or passages. 10

2. What can a teacher bring from the reading of Thoreau, Burroughs, John Muir, Bradford Torrey, and Mrs. Olive Thorne Miller to help him in his schoolroom? Justify your answer as above. 10

3. (Answer either, a or b):

(a) What poets, American and English, form a group kindred to these prose writers in spirit, interests, and helpfulness? Give reasons for your opinion. 10

(b) To get a familiar acquaintance with the age of Queen Anne, what books of that age would you read, and what books written in the nineteenth century? 10

4. What was the geographical center of American literature before the Civil War? What influences and what persons made it so? 10

5. (Answer a, b or c):

(a) Name the authors of Uncle Tom's Cabin and Ramona. Show that these books are kindred in purpose. 10

(b) Name a book by Ruskin that you could use with profit in high-school classes and one by him that you could so use in grammar school. Give reasons for your choice. 10

(c) Name poems by Longfellow, Lowell, Whittier, T. Buchanan Read, Mrs. Julia Ward Howe, Emerson and Holmes that may be used to give vivid reality to events and periods of American history. 10

6. Discuss the importance of knowledge of the Bible to authors and to readers of English literature. 10

7. By what translations may one who knows only the English language become acquainted with the Iliad, the Odyssey, the Divine Comedy, and Faust? 10

8. Describe the leading character in some one of Shakespeare's plays, and give the data on which you base your statements. 10

9. Classify one of your favorite poems and describe its artistic structure, including rhythm, meter, stanza, rhyme, diction, use of images and tone-effects. 10

10. Give approximate dates of the active periods in the lives of the following authors, and state the general nature of their work: Chaucer, Addison, Spenser, Gray, Shakespeare, Lamb, George Eliot, George Meredith, Milton, Jane Austen. 10

Digitized by Google

Samples of Questions Used for the Examination of Applicants for County Certificates—White.

SPELLING.

1. What is spelling? 15

2. Define: Simple word, compound word, primitive word, derivative word, root, prefix, suffix, affix, diphthong, diagraph. Give examples of each. 20

3. Mark diacritically: Abdomen, banana, carmine, coterie, genealogy. 15

4. Define: Borough, burrow, symbolize, susceptible, anomaly, invincible, capricious, cere, sear, seer. 20

5. Spell: Chaos, acetic, ascetic, debris, avaricious, beguile, aggrandize, ecstacy, affable, fallacy, aquiline, clique, hallucination, coalesce, gratuity, circuitous, deteriorate, idealize, lacerate, mnemonics. 30

READING.

1. Define pure, aspirated, and orotund qualities of voice. 10

2. How can a distinct and correct articulation be acquired? 10

3. Define a parenthetical clause, and state how it should be read. 10

4. What are the causes of the monotonous reading often heard in a school-room? How can it be avoided? How cured when once the habit is formed? 10

5. For what purpose, and at what stage of the pupil's progress would you give formal instruction in phonics? 10

6. Read the following: "Let honesty be as the breath of thy soul, and never forget to have a penny, when all thy expenses are enumerated and paid; then shall thou reach the point of happiness, and independence shall be thy shield and buckler, thy helmet and crown; then shall thy soul walk upright, nor stoop to the silken wretch because he hath riches, nor pocket an abuse, because the hand which offers it wears a ring set with diamonds." —Franklin.

"O Jealousy! Thou most unnatural offspring
Of a too tender parent! that in excess
Of fondness feeds thee, like the pelican,
But with her purest blood; and in return
Thou tearest the bosom whence thy nuture flows."—Froude. 50

WRITING.

1. What is the correct method of holding the pen? 20

2. Explain what is meant by the following terms used in writing: Base Line, Head Line, Top Line, Space. 20

Digitized by Google

3. What principles or elements are most prominent in the formation of the capitals? 20

4. Analyze the letters in the word, "Interval." 20

5. Write a quotation of four or more lines as specimen of your writing. 20

ARITHMETIC.

1. What is the difference between a rule and a principle as used in arithmetic, and what is the order in which they should be mastered by the pupil? 10

2. Write by the Roman notation: 189; 1348; 1903. 10

3. What is the difference in the weights of five pounds of gold and five pounds of lead? 10

4. New York is in latitude 40 degrees 42 minutes N., longitude 74 degrees W.; the City of Mexico is in latitude 19 degrees 25 minutes N., longitude 103 degrees 45 minutes W.; when it is 11:00 a, m. at New York, what is the time in Mexico? 10

5. $(\frac{4}{5})^2 + \frac{3}{5}^3 - \sqrt{.9} = ?$ 10

6. How many bushels of wheat will fill a hogshead that holds 160 gallons of water? 10

7. For how much must I make my note at bank for three months at 6 per cent. in order to get from the bank just $300.00? 10

8. The area of a circle is 706.86 square feet. What is the surface of a sphere of same diameter? What the volume of this sphere? 10

9. Bought a horse for $125.00, and sold it for 20 per cent. advance; sold a carriage for $125.00, gaining 25 per cent.; sold a yoke of oxen for $125.00, losing 20 per cent.; bought 10 sheep for $125.00, and sold them at a loss of 25 per cent. What did I gain or lose on the whole? 10

10. If 27 men in 4 days of 10 hours each can dig a ditch 360 yards long, 6 feet wide, and 4.5 feet deep, in how many days of 9 hours each can 15 men dig a ditch 270 yards long, 5 feet wide and 3 feet deep? 10

GRAMMAR.

1. State rules governing the spelling of: Forgetting, differing, living, singeing, Musselmans.

2. Write plurals of: Mr. Brown, talisman, sheaf, sheaf, handful, music, canto, analysis, seraph, alkali.

3. Define auxiliary verb, and give a list of verbs commonly used as auxiliaries. 10

4. Name and define the properties of verbs. 10

5. What is the relation of language to knowledge, and what is the relative importance of each? 10

6. Define: Idiom, sentence, phrase, clause; illustrate each. 10

7. Correct the errors if any, in the following sentences, and give reasons for the correction: (a) Love thyself last, and others will love you. (b)

Digitized by Google

The wisest men who ever lived made mistakes. (c) There is a difference between the sin and sinner. (d) I have no doubt of the writer being a scholar. (e) The opinion is becoming more universal. 10

8. Give a synopsis of the verb "see' in the third person, singular number. 10

9. Analyze or diagram:

"*As* thistles wear the softest down
To hide the prickles *till* they're grown
And then declare themselves, and tear
Whatever ventures *to come* near,
So a smooth knave does greater feats
Than *one* that idly rails and threats,
And all the *mischief* that he meant,
Does *like* the rattlesnake *prevent*." 10

10. Parse the italicized words in the above sentence. 10

COMPOSITION.

1. Write a periodic sentence and reconstruct it into a loose sentence. 15

2. Define and illustrate (a) precision, (b) unity, (c) harmony, (d) energy. 15

3. Name and define five figures of speech and illustrate each with a sentence. 15

4. Write a formal invitation to a dinner, and a formal acceptance of the invitation. 15

5. Write a composition of at least 175 words on one of the following subjects: "The Choice of a Profession," "School Friendships," "The Modern Newspaper." 40

GEOGRAPHY.

1. What determines the location of the tropics and the polar circles? 10

2. Name two rainless regions, and state the cause. 10

3. What is the greatest latitude a place can have? The greatest longitude? Why? 10

4. In which grand division are found the extremes of surface elevation and depression? 10

5. Name the river systems of South America, and state what portion of the country is drained by each. 10

6. What is the vernal equinox? When are the nights longest at Cape Horn, and where are the sun's rays vertical at that time? 10

7. Locate the following cities: Marseilles, Toronto, Port Arthur, Kyoto, Bangkok. 10

8. Name and locate five of the principal seaports of Europe, and seven of the United States. 10

9. Name in order the waters on which a vessel would sail from Manila to London. 10

Digitized by Google

10. Make a map of North America, showing outline of countries, principal rivers, cities, mountain ranges, and water boundaries. 10

HISTORY

1. Why were the inhabitants of America called Indians? Why was the country called America? 10

2. How was the country which is now the United States governed (a) before the Revolution? (b) during the Revolution? (c) immediately after the Revolution? (d) since 1879? 10

3. Name the Presidents in order, and state time served by each. 10

4. What was the cause of the war of 1812? Name its (a) most important land battle, (b) naval battle. 10

5. What was the cause of the Mexican War? What territory did the United States gain by this war? 10

6. Name five important inventions, and the inventor of each. 10

7. What President was impeached? Why? What was the result of the trial? 10

8. What Vice-Presidents were elected President? 10

9. Tell what you know about each of the following: Powhatan, Tecumseh, Osceola, Black Hawk, King Philip, The Prophet, Red Jacket. 10

10. Name five Governors of Kentucky, five celebrated orators of Kentucky, five pioneers, five men in State or national office from this State at the present time. 10

PHYSIOLOGY.

1. Locate, describe and give functions of the following: (a) Periosteum, (b) pylorus, (c) pericardium, (d) larynx, (e) biceps muscles. 10

2. Describe the process and effects of respiration. Name all the organs engaged in the process. 10

3. What is the function of the blood? How is it purified? Name three organs that are engaged in the work of purifying the blood. 10

4. Explain how the joints are lubricated, the eyes kept moist, and the skin kept pliant. 10

5. Explain how exercise is beneficial. 10

6. Why do the bones of old people break easier than those of children? 10

7. How are the joints held together? 10

8. What is reflex action? 10

9. Give a full description of the ear. 10

10. What are the uses of the hair and nails? 10

CIVIL GOVERNMENT.

1. How many amendments to the Constitution? What is the general purpose of the first ten ammendments? The last three? 10

Digitized by Google

2. Can any persons other than citizens vote in the United States? Have all citizens the right to vote? 10

3. Show how the objects of government are both repressive and progressive. 10

4. Define provincial, proprietary and charter governments, and give examples of each from the thirteen colonies. 10

5. Name five defects in the Articles of Confederation. 10

6. Name ten powers delegated to Congress by the Constitution, and five powers which they are prohibited from exercising. 10

7. State the qualifications of: The President, Vice-President, United States Senator, Representative, the Governor of Kentucky, the Lieutenant Governor. What is the term of office of each, and how is each elected? 10

8. How many times and in what cases has the House of Representatives exercised the power of electing a President? What President was not elected by the House, nor by the electoral college? How was he elected? 10

9. In what cases has the President the right under the Constitution to grant reprieves and pardons? In what case is he prohibited from doing so? Can the President pardon a person convicted of a crime against the Commonwealth of Kentucky? If so, what crime? 10

10. Describe the judicial system of Kentucky. How are the judges of the different courts selected, and for what term? 10

THEORY AND PRACTICE.

1. What are the advantages of requiring pupils to memorize exactly classic expressions of master thinkers? 10

2. Show how the study of American history promotes true patriotism. 10

3. State the two most important objects to be kept in view in teaching grammar. 10

4. Distinguish between school economy, school government and school discipline. 10

5. Define percept, concept. 10

6. Why should primary work be principally objective? 10

7. What powers of mind are most active in childhood? What in later years of school life? 10

8. How would you secure prompt attendance? What do you consider a proper punishment for tardiness? 10

9. Write a short essay on "School Punishments," discussing the objects of punishment, the principles regulating it, and proper and improper punishments. 10

10. What are conditions of successful teachings as regards the teacher? 10

State Board of Examiners

JAS. H. FUQUA, SR., Spt., Frankfort, Ky.
M. A. CASSIDY, Lexington, Ky.
M. O. WINFREY, Middlesboro, Ky.

Digitized by Google

Samples of Questions Used for the Examination of Applicants for County Certificates—Colored.

SPELLING.

1. What faculties does the study of spelling chiefly tend to cultivate? 10

2. Illustrate all the sounds of the letter "e" and mark the words diacritically. 10

3. Mark diacritically: Jaundice, lichen, magnesia, metonymy, nauseous, oblique, peculiar, pedagogy, orthoepy, medullary. 10

4. Define: Straight, strait, suite, throe, thyme, proselyte, antipathy, turbulent, effulgence, insatiate. 20

5. Spell: Lassitude, resuscitate, guerrilla, rhinoceros, incorrigible, solicitous, aberration, coercion, catastrophe, celerity, chandelier, impanel, avalanche, profligacy, pavilion, acidity, secession, artifice, judiciary, serenity. 30

READING.

1. What is inflection, pitch, quality? 10

2. Give three instances in which the rising inflection is demanded. Illustrate by examples. 10

3. What is emphasis? In what ways is it effected?

4. Do you have your pupils read in concert? Give reasons why you do or do not. 10

5. Mention more than one way of ascertaining whether the pupil has intelligently studied his reading lesson. 10

6. Read the following: "Humility is often a feigned submission which we employ to supplant others. It is one of the devices of pride to lower us to raise; and truly pride transforms itself in a thousand ways, and is never so well disguised and more able to deceive than when it hides itself under the form of humanity."—La Rochefoucauld.

"How beautiful is night!
A dewy freshness fills the silent air,
No mist obscures, nor cloud, nor speck, nor stain
Breaks the serene heaven;
In full-orb'd glory yonder moon divine
Rolls through the dark blue depths.
Beneath her steady ray
The desert circle spreads,
Like the round ocean, girdled with the sky.
How beautiful is night."—Southey.

(Examiners will grade from 1 to 50 on oral reading.)

Digitized by Google

WRITING.

1. Describe the different movements employed in writing. Which do you regard as the best? Why 20

2. What is the unit for measuring the height and width of letters? 10

3. How should the paper be placed on the desk while writing? 10

4. Analyze the letters in the word, "Satisfaction." 30

5. Write a letter ordering a book, as a specimen of your penmanship. 30

ARITHMETIC.

1. State the principles of Addition, Subtraction, Multiplication and Division. 10

2. A, B and C rented a pasture for $50.00. A put in 5 horses for 4 months, B 15 cows for 3 months, C 30 sheep for 5 months. What should each pay if 2 horses eat as much as 3 cows, or as much as 6 sheep? 10

3. If 54 per cent. of brandy is alcohol, how many gallons, &c., of alcohol does a man swallow in 35 years, if he drinks a gill of brandy four times a day? (count 8 leap years.) (Answer in gallons, quarts and gills). 10

4. An apothecary puts up 8 pounds av. of Rochelle salts in half ounce parcels. How many more parcels will he make, if he uses avoirdupois weight, than if he uses apothecaries? 10

5. Mary's money is 40 per cent. more than Annie's. Then Annie's money is how many per cent. less than Mary's? 10

6. It is required to lay out a pasture of 235 A., 36 sq. rds. in the form of a rectangle whose length shall be 4 times its width; what will be the dimensions? (Answer in rods.) 10

7. If a publisher sells to a jobber a book at 20 per cent. above the cost of manufacture and the jobber sells to a retail merchant at 10 per cent advance, who in turn makes 25 per cent by selling it at $1.50, what is the cost of manufacture? 10

8. A man desires to dig a cylindrical cistern 14 feet deep which shall hold 100 barrels of water. What will be its diameter in feet? (Answer correct to 2 decimal places.) 10

9. Two-thirds of the time past noon equals six twenty-fifths of the time past midnight. What is the hour? 10

10. $\frac{18\frac{3}{4}}{83\frac{1}{3}} \times \frac{49\frac{1}{2}}{75\frac{5}{8}} \div \frac{5\frac{2}{5}}{7\frac{6}{7}} =$ what? 10

GRAMMAR.

1. Give five rules for forming the plurals of nouns. Illustrate each. 10

2. Give rules for forming the singular and plural possessive. 10

3. Name all the elements that may enter into the make-up of a sentence. 10

4. Give the principal parts of lie (to recline), lay, say, dally, jockey, singe, traffic, dye, set, shall. 10

5. Define: Redundant verb, defective verb, strong verb, weak verb, regular verb, irregular verb. 10

Digitized by Google

6. What faculties are exercised in the study of language, and at what stage of the pupil's progress should it be introduced? 10

7. Correct the errors, if any, in the following sentences, and give the reason for the correction: (a) He is the very man that we want. (b) I expected some such an offer. (c) Velvet feels smooth. (d) America was discovered during Ferdinand's and Isabella's reign. (e) This is my wife's father's barn. 10

8. Give a synopsis of the verb "choose" in the first person, singular number. 10

9. Analyze or diagram:

"If changing cheek, and scorching vein,
Lips taught to writhe, but not *complain*.
If bursting heart, and maddening brain,
And daring deed, and vengeful steel,
And *all* that I have felt and feel,
Betoken love—that *love* was mine."

10. Parse the italicized words in the above selection. 10

COMPOSITION.

1. Mention the three principal characteristics of good style. 20

2. Write sentences containing (a) a synecdoche, (b) a climax, (c) an alliteration. 15

3. What is meant by purity, propriety and precision in diction? 15

4. What figures of speech in each of the following:

(a) "Fair Science frowned not on his humble birth,
And Melancholy marked him for her own."

(b) "Fools rush in where angels fear to tread."

(c) "Streaming grief his faded cheek bedewed."

(d) "Ten thousand fleets swept o'er in vain."

(e) "Rivers of water run down my eyes because they kept not my law." 20

5. Write a composition of at least 200 words on one of the following subjects: "The County Teachers' Institute," "The Compulsory Educational Law," "The Telegraph." 50

GEOGRAPHY.

1. How long is a day at the North Pole? When does it begin and when does it end? Why? 10

2. In what general direction do the mountain ranges of Europe and Asia run? 10

3. Across what grand divisions, oceans, seas, &c., does the equator pass? 10

4. Name and locate the largest inland sea that has no outlet? 10

5. Name the river systems of North America, and state the portions of the country drained by each. 10

Digitized by Google

6. Locate the following mountain ranges: Sierra Nevada, Kong, Balkan, Taurus, Altai. 10

7. What are trade-winds? State their cause. In what direction do they blow? 10

8. Name all the rivers that touch Kentucky. 10

9. On what waters would a vessel sail from St. Petersburg to Vladivostok? 10

10. Make an outline map of South America, showing principal rivers, mountains and cities? 10

HISTORY.

1. What country did Columbus expect to find by sailing West? Did he land upon the mainland? 10

2. Why were the Indians hostile to the settlers? 10

3. Name the first three States admitted into the Union, and give the date of the admission of each. 10

4. Give a short account of the first and last battle of the Revolution. 10

5. What was the Omnibus bill? (State its leading features). 10

6. What causes led to the late Civil War? Name the leading generals on each side. 10

7. What Presidents were not elected by the electoral college? How was each elected? 10

8. Which of our Presidents have been military men? In what war or wars did each operate? 10

9. Name the most important events in (a) Madison's administration, (b) Jackson's, (c) Polk's, (d) Cleveland's first, (e) McKinley's. 10

10. Name the battles of the Civil War that were fought on Kentucky soil. Who were the commanders on each side, and what was the result of each battle? 10

PHYSIOLOGY.

1. Name the organs that composes the digestive apparatus, and state the function of each. 10

2. Describe the composition of the blood. What causes coagulation, and what purposes does it serve? 10

3. Locate, describe, and give the functions of the following: (a) Pleura, (b) diaphragm, (c) lachrymal glands, (d) hyoid bone, (e) Haversian canals 10

4. Describe and locate the following glands, and state what fluid is secreted by each: (a) gastric, (b) sebaceous, (c) lymphatic, (d) perspiratory, (e) intestinal. 10

5. Explain how the body is kept warm. 10

6. What is the use of the marrow in the bones? What is a sprain? A dislocation? 10

7. Name the divisions of the brain, and its coverings. 10

Digitized by Google

8. What is a ganglion? What is paralysis? Why does dyspepsia affect the heart? 10

9. Give a minute description of the eye. 10

10. How does the use of alcohol affect the functions of the kidneys and the skin? 10

CIVIL GOVERNMENT.

1. Why should civil government be taught in the public schools? 10

2. Define: Citizen, passport, copyright, court martial, impeachment. 10

3. How is the President elected? In case no person receives a majority of the votes, how is the matter settled? If no person has been selected by the fourth of March following the day of election, what will be the result? 10

4. Explain the uses of the writ of habeas corpus. When may it be suspended? 10

5. What authority has the Governor of Kentucky over legislation? What power has he to set aside the action of juries? 10

6. What are the duties of the Attorney-General? The Secretary of State? The Auditor? The Superintendent of Public Instruction? The Lieutenant Governor? 10

7. Who has authority to settle contests in the election for Governor? For United States Senator? For United States Representative? 10

8. What provision is made in the United States Constitution for its adoption? How may it be amended? State two limitations upon the power of amendment. 10

9. In what cases has the United States Supreme Court original jurisdiction? Appellate jurisdiction? 10

10. What is a treaty? How are they made? 10

THEORY AND PRACTICE.

1. Mention at least four proper incentives to study, Mention four improper incentives. 10

2. Deductive teaching is sometimes designated as analytic. On what grounds? 10

3. Mention three results to be obtained by reviews, and state how often they should be held to secure each of these results. 10

4. (a) What are the advantages of oral lessons in language work? (b) What are the objections to lessons in false syntax? 10

5. Mention two subjects of common school study which are important in cultivating (a) the perceptive faculties, (b) the reason why? 10

6. What three conditions should determine the length of time for the recitation of a class? 10

7. What mental faculties are chiefly used in the acquisition of knowledge? 10

8. What are the purposes of school government? Mention five good rules for securing good government. 10

Digitized by Google

9. Name the advantages and disadvantages of (a) concert reading, (b) the individual method. 10

10. What are the purposes of (a) the recitation? (b) Examinations? 10

State Board of Examiners,
JAS. H. FUQUA, Sr., Sup., Frankfort, Ky.
M. A. CASSIDY, Lexington, Ky.
M. O. WINFREY, Middlesboro, Ky.

Questions Used for the Examination of Applicants for Eligibility for County Superintendents.

SPELLING.

1. Mark diacritically and syllabicate the following words: (1) Thither, (2) pedagogy, (3) sacrifice, (4) arithmetic, (5) zoology, (6) coagulate, (7) lyceum, (8) granary. (9) obligatory, (10) geography. 25

2. Give three serviceable rules for spelling, and an example of the application of each. 10

3. (a) What is the purpose of a spelling class separate from lessons, using a spelling book? (b) What is the purpose of oral spelling? (c) What is the purpose of written spelling? 15

4. What benefit is to be derived from a study of diacritical marking? 10

5. Spell: Mischievous, torrid, passable, accurate, central, forceful, elucidate, gibbet, separate, restaurant, transient, posse, fiscal, genealogy, aristocrat, lachrymal, perspire, ostracism, receivable, larynx, obsequies, spontaneous, deficient, paralytic, relieve. 40

READING.

1. What are some of the most important things that the teacher should have in mind in teaching reading? 10

2. What kind of selections for reading appeal most to very young children? 10

3. (a) In teaching beginners to read, what use could you make of the blackboard? (b) Would you teach beginners written words through elements or as wholes? Why? 10

4. Name for the sixth, seventh and eighth grades two books each for supplemental reading. 10

5. (a) How would you correct the drawling habit in a pupil? (b) What is a common fault in reading poetry, and how would you correct it? 10

6. The examiner may have the applicant read selections in both prose and poetry, and grade from 1 to 50. 10

Digitized by Google

WRITING.

1. Mention what you consider the essentials of good writing. 10

2. Give your method of teaching beginners. What materials would you recommend for beginners; for advanced grades? 20

3. Explain the difference between finger-movement, forearm-movement, and fullarm-movement. Which do you usually employ in writing, and why? 10

4. Write four lines of movement exercises such as you would give a class. Write two lines of practice on one capital letter; two lines of practice on one small letter. 10

5. Your skill in writing will be determined by your manuscript on this subject. 50

ARITHMETIC.

1. Analyze: If 3 1-3 bbls. of flour cost $16, and 4¾ sacks of sugar cost $25 8-9, how many bbls. of flour must be given in exchange for 7½ sacks of sugar? 10

2. Analyze: William has 1-3 more money than James and Harry has ½ more than William; altogether they have $39. How much has each? 10

3. Define: Commission, annual interest, mensuration, proportion, bond and multiple. 10

4. What is the altitude and area of an equilateral triangle each side of which is 16 feet? 10

5. How many board feet in the largest square timber that can be sawed from a log 4 feet in diameter, 42 feet long? 10

6. A note of $575 for 9 months at 7 per cent. was discounted 2 months 15 days after date at 8 per cent.; what were the proceeds? 10

7. An agent sold 486 barrels of flour at $5 per barrel, charging 4 per cent. commission for selling, and invested the proceeds, after deducting 1¼ per cent. commission for buying, in cotton at 8 cents per pound; how many pounds did he buy? 10

8. What principal at 7½ per cent. will yield $102 interest in 3 years, 4 months, 24 days? 10

9. If 18 men can dig a trench 200 yards long, 3 yards wide and 2 yards deep in 6 days of 10 hours each, in how many days of 8 hours each will 10 men dig a trench 100 yards long, 4 yards wide and 3 yds deep? 10

10. If a pipe 2½ inches in diameter discharges 25 gallons of water per minute, how much will a 5-inch pipe discharge under similar condition? 10

GRAMMAR.

1. Define: Relative pronoun, conjunctive adverb, participle, infinitive, voice. 10

2. Give use of the infinitive phrases: He seemed to tremble. They tried to study. He has an ax to grind. We made him do it. Time to come is called future. 10

Digitized by Google

3. Define: Case, declension, mode, transitive verb, comparison. 10

4. Write plural of monkey, knife, man-servant, and give rule. 10

5. Write the declension of I, child, who, leaf. 10

6. Give the case and syntax of italicized words: I desire him to be a *teacher*. He did not know whom to *choose*. His being an *idler* lost him the position. They made him *President*. John's sister *Mary* went *home*. He rode a *mile* a *minute*. 10

7. Write a complex sentence having an adjective clause which has some word modified by an advanced clause. Diagram it. 10

8. Analyze or diagram: "Multitudes of little floating clouds, ere we, who saw, of change, were conscious, had become vivid as fire." 10

9. How does a participle differ from a predicate verb? Illustrate. 10

10. Give a synopsis of the verb love in the indicative, first, singular. 10

COMPOSITION.

1. Write a note inviting a friend to dinner, and another declining such an invitation. 15

2. Give five rules for use of capitals. 10

3. Explain the use of the following: (a) Simile, (b) metaphor, (c) metonymy. Illustrate each. 15

4. What classes of production are included in prose. What classes come under the head of poetry? 10

5. Distinguish between the following kinds of poetry: (a) Lyric and pastorial, (b) epic and dramatic. Name a great poem of each kind. 25

6. Write at least twenty lines on the topic, "Instinct of Animals." 25

GEOGRAPHY.

1. Name two foreign countries now prominent in the newspapers, and give reasons. 10

2. Locate The Golden Gate, The Lone Star State, The Green Mountain State, The Father of Waters. 10

3. From the following list of places select five that you would like to visit, giving the reason in each case: Mt. Mansfield, Ticonderoga, Bay of Fundy, Gettysburg, Boston, Harper's Ferry, Pike's Peak, Salt Lake City, Quebec, Yokohama, Dawson City. 10

4. Name the principal exports and imports of the United States. 10

5. Name the five largest States, and give their capitals. 10

6. (a) Name various kinds of winds. (b) How are they produced? 10

7. Explain the following: Polar circle, tropics, solstices, zone, ecliptic. 10

8. Name the "Six Great Powers" of Europe. 10

9. Name the principal products which the United States obtain from (a) Spain, (b) France, (c) Japan, (d) China, (e) Brazil. 10

10. Locate and define the following: London, Denmark, Vienna, Amazon, India, Mediterranean, Utah, Nile, Pekin, Sahara. 10

Digitized by Google

HISTORY.

1. Name the thirteen original colonies and give the date or some other important fact about the settlement of each. 10

2. Speak of the incidents of Columbus's first voyage. How many voyages to the "New World" did he make? 10

3. Who was Roger Williams? William Penn? Cotton Mather? Peter Stuyvesant? Robert Morris? 10

4. Give a brief outline of either the first, second, or third year of the Revolutionary War. 10

5. Name three naval battles of the War of 1812, and three prominent American naval officers. 10

6. Give the main facts about what is known as the "Nullification Act." 10

7. What territory has the United States gained by purchase, by cession, by annexation? 10

8. Write a brief biographical sketch of Benjamin Franklin, John Marshall, Thomas H. Benton, or Henry Clay (any two.) 10

9. Tell something of the life and death of James A. Garfield. 10

10. (a) When was the first railroad operated? (b) Who laid the first trans-Atlantic cable? (c) Who wrote the Declaration of Independence? (d) Who invented the "Monitor" battleship? (e) What famous general of the Civil War was killed by his own men? 10

PHYSIOLOGY.

1. Define: Antidote, antiseptic, disinfectant deodorize, emetic. 10

2. Describe the effect of alcohol upon the food, the mouth, gastric acid juice, mucous membrane, the will. 10

3. Give the effect which moisture in the air has upon the heat of the body during summer and during winter. 10

4. Name the organs of circulation and trace the blood in its course through the body. 10

5. Locate, describe and state what the following are: Pleura, pylorus, cochlea, retina, patella, deltoid, duodenum, vitreous, humor, diaphragm, atlas. 10

6. Name and describe and show by diagram the different parts of the ear 10

7. Name and classify the different glands of the body and state their use in the animal economy. 10

8. What fluid is secreted by the liver? What relation has this fluid to digestion? 10

9. State fully the injury done to a school by want of ventilation. 10

10. Locate the salivary glands, and state what fluids these glands secrete and what action this has in digestion. 10

Digitized by Google

CIVIL GOVERNMENT.

1. How is treason defined in the Constitution? 10
2. How are treaties with foreign countries made? 10
3. Into what branches is our Kentucky Legislature divided? How many members in each branch? 10
4. Name the various courts of this State. 10
5. What are the duties of the Vice-President of the United States? 10
6. Give two powers denied to the States and tell why they are denied. 10
7. If you were desirous of having a law passed requiring boards of education to provide flags for school houses, how would you get the attention of the Legislature? Through what stages must it pass before it becomes a law? 10
8. When does Congress assemble? Who presides over the House and who over the Senate? 10
9. By what authority did Jefferson make the Louisiana purchase? Was it a wise thing to do? 10
10. If a law is thought to be contrary to the Constitution, State or National, how is the question decided? 10

THEORY AND PRACTICE.

1. What preparation should the teacher make for the recitation? 10
2. To what extent and in what manner should grammar be taught in the grades below the high school? 10
3. Which is more valuable to a teacher, a broad and accurate knowledge of the subject to be taught, or a thorough knowledge of the best methods of teaching the subject? Give reasons for your answer. 10
4. Discuss the value of the study of literature in the formation of character and the creation of high ideals. 10
5. How may waste be avoided in the teaching of English? 10
6. Discuss briefly what the school may do to educate the moral nature of the child. 10
7. What are the three fundamental ends to be attained in teaching? 10
8. Write briefly of what you consider the value derived from the Teacher's Reading Circle work. 10
9. Give the natural order for the development of the mental faculties. 10
10. What is the purpose of examinations in school work? Explain your method of conducting them. 10

Digitized by Google

Questions Used in the Examination of Applicants for Common School Diplomas.

SPELLING.

Spell: Neuralgia, rheumatism, docile, chloroform, pneumonia, further, ecstasy, dypepsia, recitation, guttural. 40

Use in sentences: Drank, sat, seen, saw, stile, style, lay, lie, wizard, respiration. 10

Mark diacritically: Sweet, stile, still, showed, ride, saw, work, laugh. 30

READING.

"King David's limbs were weary. He had fled
From far Jerusalem; and now he stood,
With his faint people, for a little rest
Upon the shores of Jordan. The light wind
Of morn was stirring, and he bared his brow
To its refreshing breath; for he had worn
The mourner's covering, and he had not felt
That he could see his people until now."—Willis. 100

WRITING.

Copy:

"Every worm beneath the moon
Draws different threads, and late or soon
Spins, toiling out his own cocoon."—Tennyson. 100

ARITHMETIC.

1. Find the accurate circumference of a circle whose radius is 8 feet. 10

2. The area of a field is 3 acres. It is in the form of a parallelogram and its length is 80 rods. How wide is it? 10

3. How many cubic inches in one bushel? How many cubic inches in one gallon? 10

4. Express decimally 345 $^{25}/_{40}$ $^{5}/_{8}$, $^{1}/_{4}$. 10

5. Simplify $\frac{^{6}/_{7}}{^{3}/_{4}}, \frac{5\frac{3}{4}}{6\frac{1}{2}}, \frac{\frac{1}{2} \text{ of } \frac{4}{5}}{\frac{1}{5} \text{ of } \frac{5}{8}}$ 10

6. Give the three types of percentage and illustrate each. 10

7. Find the interest of $680.25 for 2 years, 5 months and 15 days, the rate being 6 per cent. 10

8. Find compound interest of $240 for 2 years, 3 months at 6 per cent. 10

9. What is meant by "days of grace?" 10

10. Find the square root of 57600.
Find the square root of 46656.

117649

Digitized by Google

GRAMMAR.

1. Define language: Grammar. 10

2. Name and define the different kinds of sentences and give an example of each. 10

3. Name the properties of verbs. 10

4. How many voices are transitive verbs? Name them. 10

5. Name the different degrees of comparison. Compare "beautiful," "good," "studious." 10

6. Name and define two classes of adjectives. 10

7. Name the interrogative pronouns; the simple relative pronouns. 10

8. Write the equivalents to the following abbreviations: Prox., Ult., C. O. D., A. M., P. S. M. Give ten propositions and two conjunctions. 10

9. Tell the gender of the nouns in this sentence: "Frank and Mary went to the pie sale. All the children were invited." 10

10. Diagram: John and Tom rode the old horse, but Alex (the worst boy in school) walked all the way.

COMPOSITION.

1. Name the five parts of a letter. 10

2. Write the marks of punctuation. 10

3. Address a letter to yourself. 10

4. Punctuate the following sentence: "Mr. Fulton was not the man to be discouraged We will try it again he said" 10

5. Give four rules for the capital letters.

6. Write a short story of about twelve lines describing a walk. 50

GEOGRAPHY.

1. Give (in miles) the real or approximate diameter and circumference of the earth. 10

2. Define axis; orbit. What is the difference between a rotation and a revolution of the earth? 10

3. What is the difference between heat-belts and zones? What is the inclination of the earth's axis from the perpendicular? 10

4. When do the equinoxes occur? The solstices? 10

5. Name the Pacific Coast States. Give capitals.

6. Bound Kentucky. Name three of its rivers. What counties surround Fayette? How many counties in Kentucky? 10

7. When, for how much and from what country was Alaska purchased? 10

8. When was the Louisiana Purchase made? By whom? For how much? 10

9. How would you travel by water from Chicago to Cape Sable? 10

10. Name two canals in New York. Name one large canal now in progress. 10

Digitized by Google

HISTORY.

1. When was Kentucky admitted into the Union? Name her first and last Governors. 10
2. Name four early Kentucky pioneers. 10
3. Where, and in what year did the Pilgrims land in North America? Give the name of their ship.
4. Name the States that were under royal charter and proprietary government. 10
5. Give the date and three causes of the Revolutionary War. Where was the first battle fought? 10
6. Give the principal cause of the Civil War. Give the date. How long did it last? 10
7. Name the two nations now engaged in warfare 10
8. Over what territory are they contending? 10
9. Name three Presidents who have been assassinated. 10
10. Name three great inventions of this age. 10

PHYSIOLOGY.

1. Define physiology; hygiene. 10
2. Describe capillaries; veins; arteries.
3. Diagram the composition of the blood. 10
4. Draw outline of the human heart. 10
5. What fluids aid in the process of digestion? Where are they secreted? 10
6. Give names and number of bones comprising the chest. 10
7. Name the two sets of teeth and name the parts and composition of a tooth. 10
8. Give the names of nerves of sight, hearing, smelling and tasting. 10
9. Describe the process of respiration. How does animal life depend upon plant life? 10
10. Describe proper ventilation and tell why necessary to good health. 10

CIVIL GOVERNMENT.

1. Define suffrage. 10
2. What is a naturalized person? 10
3. What is meant by poll-tax? 10
4. Name the county, city and State Superintendents of Public Instructions. 10
5. Name your county judge, county clerk and coroner. 10
6. Name the three forms of United States Government. 10
7. Who is chief executive of the United States? Who is the chief executive of Kentucky? 10
8. What is meant by reprieve; pardon; commute? 10
9. What is the "Constitution" of the United States? How many amendments has it? Give the preamble to the Constitution of Kentucky. 10
10. How many members in the President's Cabinet? Name them in regular order. 10

Digitized by Google

OFFICIAL PROGRAM AND SYLLABUS

FOR TEACHERS' INSTITUTES.

FOR THE YEAR 1905.

PREFACE.

In preparing this syllabus we have tried to make it full and practical, so that it may be beneficial to the teachers after the close of the institute and during the school term. It is suggestive rather than explanatory, and if properly used will cause teachers to think and investigate for themselves.

It is absolutely essential that the schools in the rural districts should make some advancement in efficiency and visible effects. This is, in a large measure, to be brought about by the superintendents and teachers. Hence, the necessity for efficiency and enthusiasm on their part.

There is, probably, much more in the syllabus than can be considered in detail during the five days of the Institute. The superintendents and instructors should make up their daily programs from such matter contained in the syllabus as is best adapted to each institute.

We urge the teachers to preserve this syllabus, and study the suggestions while their schools are in session.

We hope to hear good reports from the work of the institutes this year, and trust that the teachers may be inspired with a zeal and an ambition to do the best work of their lives.

With hearty good wishes for all the teachers and children of Kentucky, we are, Very truly yours,

JAS. H. FUQUA, Sr.
M. A. CASSIDY,
M. O. WINFREY,
State Board of Examiners.

Frankfort, Ky., May 30, 1905.

Digitized by Google

Suggestions to County Superintendents and Instructors.

It should be the pride of every county superintendent to provide in advance the most favorable conditions practicable, looking to the success of his institute. To this end a few general suggestions and directions, deemed essential to a completely successful institute, are appended.

1. Secure a commodious room for the institute. Make all necessary preparations as to blackboards, chalk, erasers, rulers, piano, or organ, etc. See that the room is clean, and that a janitor is provided to give careful attention to the room during the week. The janitor should see that a supply of good drinking water is kept constantly at hand, sweep the room and dust the seats carefully each night.

2. Appoint some person to write up notes of the Institute for the local paper. In making this selection, fitness for the work should have precedence over every other consideration.

3. Arrange with local ministers beforehand to lead in the opening exercises of the week, a short passage from the Scriptures, singing and prayer to be a part of the opening exercises each morning.

4. Give cordial and urgent invitations to the people of the town and county to be present during the sessions. Reserve the rear of the room for visitors. Keep the teachers together in the front of the room.

5. Make special efforts to get the trustees to attend, and have the teachers to extend to them a pressing invitation to do so.

6. Equal consideration can not be given to all subjects in the syllabus during the Institute, therefore the superintendent and instructor should select for full consideration such topics as they deem most vital to the teachers and the needs of the county.

7. If evening exercises are a feature of the work (which ought to be), we suggest some question for discussion.

Resolved:

(1) That there should be an educational qualification for suffrage.

(2) That only the common school branches should be taught at public expense.

(3) That each county in Kentucky should be required by law to raise enough money by taxation to extend the school term to eight months.

(4) That the "County Board System" should be adopted in place of the present trustee system.

(5) That our immigration laws should be more strict.

(6) That there should be no third class certificate.

Some themes for orations or essays:

(1) The Panama Canal.

(2) The Eastern Question.

(3) What Kentucky has Done.

Digitized by Google

(4) What Kentucky has Yet to Do.
(5) The Dream of Universal Peace.
(6) Expansion.
(7) Great Educators and their Theories.
(8) Fundamental Aims and Means of Education.

Purposes of an Institute:

(1) To cultivate the true professional spirit, and to inspire the teacher with lofty ideals.

(2) To extend the teachers' professional and social acquaintance with their fellows.

(3) To discuss and illustrate the latest and best methods of organizing, managing and teaching a school.

(4) To bring teachers, trustees and patrons into more intimate and sympathetic relation.

(5) To aid in securing proper school legislation, and to make it effective. The teachers in any county should constitute a compact, alert, progressive and agressive body of citizens. While they should, of course, "keep out of politics," (partisan politics) yet they should, through the Institute, which is their professional congress, so impress themselves upon the legislators of the State as to secure all needed legislation for the betterment of the schools throughout Kentucky. Clear cut, forceful, and reasonable demands for improved educational conditions should take the place of the empty generalities and platitudes which too frequently make up the "resolutions." adopted by an Institute. Two years ago the General Assembly enacted a law by which counties could vote a tax to extend the school term. At this time only two counties, Scott and Madison, have availed themselves of this law. The voting of the tax in those counties was largely due to the organized activity of the teachers. Any county can enjoy like results if the teachers really desire them. One of the most important purposes of an Institute is to enable the teachers to make themselves felt as an organized pedagogical and civic force.

PSYCHOLOGY AND PEDAGOGY.

I. THE SENSE.

"Mind starts from discrimination. The consciousness of difference is the beginning of intelligence."—Bain.

1. Importance of material furnished by the senses. Do we obtain the elements of all our knowledge through the senses? How do we obtain the following: Form, distance, weight, substance, color, temperature, time, space?

2. Can the senses be cultivated? Is strength of vision the main factor in perceiving by means of the eye? Discuss the best means of cultivating the sense of taste, smell, touch,, hearing and sight.

3. Defective senses, especially hearing and sight. Duty of teacher in regard to pupils so affected. How test the defect; how treat those afflicted. Teacher's duty in teaching how to prevent injury to the sight and hearing.

Digitized by Google

4. Object lessons. How do they furnish a basis for primary work? Necessity for systematic arrangements and sequence of object lessons. The preparation the teacher must make for such instruction.

5. Limitation of instruction through the senses. Is there danger of carrying sense instruction too far? Show that concrete illustration is a means of rising to the plane of abstract thought.

II. ATTENTION.

1. Importance of attention. A necessary condition of acquisition and development, 'Genius a long patience." Infirmities of mind connected with weakness of attention. It is a characteristic of a healthy mind.

2. Definition of attention—the mind's ability to focus any of its powers. Show the connection of attention with perception; with memory; with imagination; with judgment, etc. Difference between seeing and noticing, hearing and listening, touching and feeling. Attention the concentration of consciousness.

3. Cultivation of attention. The child at first the sport of sensations. Automatic or involuntary attention. Necessity of objects and methods with young children that will attract and hold the attention. Discuss interest in this connection. Gradually strengthen the power to attend through wise exercise. Short lessons for little people. The "fatigue point"—what is it? Tasks to increase as the power of attention increases. Stimulants of attention—curiosity, novelty, variety. Command attention rather than demand it.

4. Voluntary attention. How long can you concentrate your minds on a single thing to the exclusion of everything else? Try it and report. Interest is the support of even voluntary attention. Habit and attention. The influence of external authority on attention. Motive and attention. Relation of teaching to attention. Value of pointed and connected questions, graphic illustrations, etc.

5. Securing and holding attention. Teacher must be enthusiastic and must have a definite and well-worked-out plan for the recitation. Do not allow the recitation to drag. Keep up the interest. Do not do all the talking; let the children have a chance to say a word now and then.

III. MEMORY AND IMAGINATION.

1. Memory defined. Powers implied; apprehension, retention, reproduction, recognition. Association of ideas.

2. Conditions of memory; attention, intensity of original impression, classification of facts, association of facts, causal or rational sequence of facts, repetition physical conditions.

3. Memory and the other faculties. Relation of memory to perception, to judgment, to reason, to will, to feeling. Result of excessive memorizing Function of memory in education. Part played by memory in the various school subjects.

4. Memory and verbal repetition. Learning by heart—when allowable.

Digitized by Google

Does learning by heart imply failure to understand? Memory gems. Why is poetry more easily memorized than prose?

5. Imagination. Define. Compare with memory. Connection of the two. Benefits of the imagination; dangers. Activity of the power in childhood, and the use that should be made of it. Usefulness of imagination in the study of the various school subjects.

IV. FACULTIES OF REFLECTION.

1. What the mind does in conception. The general notion—how formed? Difference between individual and class notions. Define concept, conception and language. Fundamental importance of concept-building in teaching.

2. Judgment—"The normal activity of intelligence," the power that compares percept with percept, percept with concept, concept with concept; the measuring faculty; the rational faculty. Compare two percepts; a percept and a concept; two concepts. Show that judgment is involved in perception; in conception; in reasoning. Show that judgment is necessary in all lines of thought and action. What is common sense?

3. Cultivation of Judgment—through the exigencies of life; through study; through the formation of reflective habits. What school studies have the strongest tendencies to develop judgment? How may history be taught so as to develop and train the judgment?

4. Reasoning. Define. Show relation to perception, conception and judgment. Discuss induction and deduction. In what grades and what studies shall we emphasize induction? Discuss the syllogism. Give examples. Does reason determine the truth or falsity of the premises? What common school studies furnished an opportunity for cultivating the reason?

V. WILL AND HABIT.

1. Definition of will. Distinguish will from desire; from intention. Do we ever act against our wills? Relation of will to feelings; to the intellect.

2. Development of the will. The bearing of external authority on the development of the will. Limits of liberty and restraint. "The child to be neither slave nor despot."

3. Importance of the will. Bearing of will on study. Influence of will on all lines of thought and action. The essential agent in the formation of character. The basis of influence, success and happiness. Moral education. The virtues. Duty. Character.

4. Habit. The necessity of habits. Discuss the relation of voluntary to automatic actions. Influence of habit on attention, memory, observation, correct use of words, reflection, action. Habit in the school room. Relation to discipline.

5. Strength of habits depends mainly on repetition. Habits easier fixed in earlier years. Importance of good habits. How to cure bad habits; time necessary; "overcome evil with good."

Digitized by Google

VI. GENERAL CONCEPTIONS OF EDUCATION.

1. Derivation of the word. Distinguish between education and instruction. Show that the lower animals can be trained but not educated.

2. Definition of education. "The perfection of human nature." "The harmonious development of all the faculties and powers, mental, physical and moral" "Happiness the end of education." "The development of character one of the aims of education." Give your definition.

3. Moral education. The influence of the school in moral education. Distinguished between moral education and the teaching of a moral catechism. Repression of evil tendencies. Relation of school and State. The infant child a possible enemy to the State which, untamed, may threaten the destruction of the State. Development of moral consciousness. Precept and example. Biographies of great men and women. The power of affection. Pestalozzi and the orphan school at Stanz. Moral education and citizenship. Character building.

VII. THE RECITATION.

1. Objects of the recitation: (a) To test the work of the pupil; (b) to bring in contact the developed mind of the teacher with the undeveloped minds of pupils for the purpose of arousing their energies, holding them in contact with facts and principles, developing interest in the subject, etc.; (c) to afford opportunity for public success or failure of pupil—to bring to bear moral pressure; (d) to enable the teacher to supplement the text, give explanations, show connections, etc.; (e) to cultivate the power of expression and train the pupil to assume proper attitudes and use proper tones of voice in addressing others; (f) to assign new work intelligently and definitely. Give other objects.

2. The method of the recitation. Show that it should vary with classes and subjects. The necessity of variety in methods with the same class and subject. Question and answer method; to what studies best adapted. Lecture method; when serviceable. Oral and written recitations; give limitations of each.

3. Class tactics. Objects of class tactics. Should be uniform and simple. Give a system of tactics.

4. Preparation of the lesson; (a) by the pupil; (b) by the teacher. Lesson plans. Duty of teaching the children how to study.

5. Some faults to shun—(a) the teacher does the reciting; (b) the teacher talks too loud and too long; (c) the hurried recitation; (d) the pointless recitation; (e) the assignment of new work when the old has not been done Give other faults.

VII. DISCIPLINE.

1. The double purpose of discipline—(1) condition of successful school work; (2) influence on character and life. Discuss each.

2. Means of discipline—(a) hope of reward and fear of punishment;

Digitized by Google

(b) affection and respect for the teacher; (c) praise and blame; (d) good marks, places in class, honor rolls, etc.; (e) tasks or impositions; (f) keeping in at recess and after school; (g) emulation; (h) the idea of duty; (i) corporal punishment; (j) suspension, etc.

3. Punishment in general. Definition of punishment. Principles governing punishment. "Be more anxious to prevent wrong doing than to punish for it."

4. Conditions of good discipline—(a) system in all things; (b) good hygienic conditions—proper heating, lighting, ventilation, seating, etc.; (c) frequent rest accompanied by singing, calisthenics, etc.; (d) right relations between teacher and pupils—friendliness, kindness, justice, be not too familiar nor too stiff; (e) good teaching. Discuss each, and name other conditions.

5. Qualifications of a good disciplinarian—(a) scholarship, method, clearness and vivacity of exposition, energy, devotion to duty, affection for pupils; (b) firmness, consciousness of power, self respect, high principles; (c) good health, good presence, good eyes, good hearing, good voice; (d) good judgment, good humor, tact, "Eternal vigilance," a disposition to temper justice with mercy. Discuss each fully.

6. Principles of school government—(a) government for the benefit of the governed; (b) teacher must be master; (c) quiet forces strongest—avoid fussiness; (d) appear to govern as little aspossible; (e) make few rules; (f) teacher to be just, kind and consistent; (g) teacher to govern himself; (h) keep pupils busy—"An idle mind is the devil's workshop,"—(i) make nothing pertaining to government an end in itself; (j) avoid disgraceful, unusual, or cruel punishment; (k) never punish in anger.

IX. SCHOOL MANAGEMENT IN GENERAL.

1. Preliminary preparation of the teacher. Academic and professional training. Intellectual, physical and moral qualifications. Passing the examination for certificate to teach. How to prepare the manuscripts at such examinations. Neatness, clearness, appearance of paper. Cheating.

2. Securing a position as teacher. By correspondence,—by personal application,—by teacher's bureaus. Recommendations,—how to use them, and how to use the influence of friends who may be able to help. Undermining another teacher. Underbidding. The contract. Securing a boarding place, preliminary survey of the school building and furniture.

3. The first day of school. Gathering on the school grounds before the hour for opening. Opening school. Securing names, seating, classification. Follow a previously prepared schedule of work. The first day often seals the fate of the teacher. He must be master of the situation.

4. Getting control of the school. Exercises in rising, marching, calisthenics, etc. Calling and dismissing classes, and marching in and out of school in good order. On the playground. How to treat the impudent boy. Give plenty to do. Work by a program.

Digitized by Google

X. PRINCIPLES AND METHODS.

1. "One thing at a time." (a) We are conditioned by space and time. Thought seems to annihilate space. (b) The mind can not contemplate at any one time more than one object of thought. The object may be rapidly and frequently changed, but rapid transitions are fatiguing and usually cause a loss of mental energy. Children have but little power of continuous and conscious attention. The teacher should so arrange and divide the subjects of study that the things to be observed and the difficulties to be encountered may come up one at a time. Discuss the topical method.

2. "First the object, then the name; first the thought, then the words that express the thought." This is the natural method. Adam followed it in naming the animals. What is the objection to the teaching of definitions of the terms used in a subject before the subject is studied?

3. "Proceed from the known to the unknown." From known causes to unknown facts; from known effects to unknown causes.

4. The progress of knowledge is continuous. In mathematics from the first conception that one and one make two, to the highest heights reached by Newton and LaPlace, there is one continuous series of steps, each depending on the preceding, and supporting the one above it. So in language.

5. Knowledge proceeds from the concrete to the abstract, from the particular to the universal. This is strictly true only of the beginnings of knowledge; hence with beginners we use the inductive method.

6. Elementary knowledge goes from the whole to its parts. Children learn sentences before they know words separately. The child's mind is synthetical; the adult's mind, on the contrary, is analytical.

7. We learn to do by doing. We learn to write by writing. We learn to read by reading, and we learn to obey by obeying.

8. Knowledge proceeds from the vague to the definite.

XI. MISCELLANEOUS.

1. Regularity of attendance—its bearing on the pupil's success in school and on his habits as a man; its relation to industry; how to secure regularity of attendance.

2. Promptness--the teacher's example; promptness a business virtue; quotation from Washington—"Sir, you may waste your own time, but you have no right to waste ours." Tardiness shows disrespect for school. How suppress it.

3. School records—accuracy absolutely necessary; what records should show--attendance, punctuality, classification, standing, promotions, etc.; kinds of registers; how to keep registers.

4. Marking reports and promotions—the numerical system; contrast this with the word system; reports to parents—their object, their form, their frequency; when is a pupil ready for promotion? Do you determine by his examination of his ability in class?

5. Common school graduation. Has your county done its duty in this respect? The records show that, of the 119 counties, twenty-three counties

Digitized by Google

have never had a single common school graduate; seven counties have had only one; three counties have had only two; four counties have had three; three counties, four; four counties, five; five counties, six; three counties, seven; five counties, eight. While this is true, there are thirty-seven counties that have had over twenty-five graduates; thirteen counties have had over fifty; eight counties over seventy-five; five counties over 100; four counties over 150; three counties over 200; while one county, Fayette, a small county, has had 305 graduates.

When, where, and how should the graduating exercises be conducted?

READING.

I. PRIMARY READING:

1. Apparatus: Tablet and pencil or slate, which? Sponge, rule, reader or readers? How do you keep pencils sharpened? Blackboards, charts, etc.

2. Methods: Alphabet, word, sentence, and phonic methods; which do you use? Why? When would you teach the names of the letters? Would you use script or print first? Why? What is the unit of reading? Use of the blackboard? Use of chart? Phrasing? When introduce reading book? How use supplementary reading? Use of objects, pictures, and outline sketches on the board. How teach relation words (in, on, up, etc.)? Keeping list of words on blackboard. Diacritics. Spelling and writing.

3. Expression: How cultivate the pitch of the voice. Articulation. Low and indistinct utterance. The high key. Monotone. Hesitation. Harshness of voice. Drawling. What constitutes good reading? Tests of good reading.

4. Objects to be kept in view: (a) To recognize at sight the written and printed forms of the words found in the child's spoken vocabulary, and to pronounce them readily as wholes. (b) To write single words and combine them in easy sentences. (c) To separate words into their elementary sounds, and to combine sounds into words. To learn the names of the characters representing these sounds. (d) To train in the proper use of his vocabulary.

II. INTERMEDIATE AND ADVANCED READING.

1. The reading lesson: Assignment of lesson; length of lesson; preparation of lesson: (a) By pupil; (b) by teacher; word study; use of the dictionary; synonyms; the study of definitions apart from the context; length of the study period.

2. The recitation: Length of recitation; number of recitations per day; proper time for the recitation; how determine the preparation pupil has made; how secure the emotional conditions necessary to proper expression; criticism: what to criticise and when to criticise; errors in teaching punctuation as an aid to oral interpretation; rhetorical and grammatical pauses; reading too fast or too slow; reading to the class; results of imitation in reading, concert reading—its evils and its benefits; points of criticism in

Digitized by Google

the attitude of the pupil while reading; discussion of lesson by the class; lessons to be drawn.

3. The study of a selection: (a) To secure proper psychological condition that the pupil may appreciate the sentiment of the selection:

(1) Study the author's life and circumstances under which selection was written.

(2) If the selection is a fragment, read the whole for its setting.

(3) Study conditions or events bearing on the selection.

(4) Assign various supplementary selections to different pupils.

(b) To understand the selection:

(1) Read the whole selection for its more visible peculiarities.

(2) Use the dictionary.

(3) Read again for mental images, pausing to make them vivid.

(4) Read again for the information, the central idea, and the moral lesson.

(5) Finally read aloud, throwing the whole self into the sentiment and let the voice express the feeling.

4. Articulation drill: Drill on such words as bold, elf, milk, elm, help, falls, fault, elve, maimed, streams, land, dens, dance, ants, chasm, asp, vast, act, able, ample, call'st, can'st, midst, heard'st, wrong'dst, learn'dst. (The object of these exercises is to give distinct and proper articulation to the final letters—ld, lf, lk, lm, lp, etc.) Drill on such words as abominably, absolutely, apocalyptic, indissolubly, inexplicable, disingenuousness, justificatory, etc. (The object of these exercises is to distribute the articulative energy so that all the syllables of a long word may be brought out evenly and properly.) Drill on difficult combinations of words in sentences. Examples of such sentences:

(a) Jesus of Nazareth passeth by.

(b) Some shun sunshine. Do you shun sunshine?

(c) Geese cackle, cattle low, crows caw, cocks crow.

(d) Simon saw six thick thistle sticks.

(e) Eight gray geese in a green field grazing.

(f) She sells sea-shells. Shall she sell sea-shells?

(g) Six long, slim, sleek, slender, sycamore saplings.

(h) A big black bug bit a big black bear.

(i) Peter Prangle, the prickly prangly pear picker, picked three pecks of prickly prangly pears from the prickly prangly pear trees on the pariries.

(j) Theophilus Thistle, the successful thistle sifter, in sifting a sieve full of unsifted thistles, thrust three thousand thistles through the thick of his thumb; now if Theophilus Thistle, the successful thistle sifter, in sifting a sieve full of unsifted thistles, thrust three thousand thistles through the thick of his thumb, see that thou, in sifting a sieve full of unsifted thistles, thrust not three thousand thistles through the thick of thy thumb. Success to the successful thistle sifter!

Digitized by Google

SELECTIONS FOR PRACTICE IN READING.

I. HUMOR. BOUNDING OF THE UNITED STATES.

Among the legends of our late civil war there is a story of a dinner party, given by the Americans residing in Paris, at which were propounded sundry toasts, concerning not so much the past and present as the expected glories of the great American nation. In the general character of these toasts, geographical considerations were very prominent, and the principal fact which seemed to occupy the minds of the speakers was the unprecedented bigness of our country.

"Here's to the United States," said the first speaker. "Bounded on the north by British America, on the south by the Gulf of Mexico, on the east by the Atlantic, and on the west by the Pacific ocean!" "But," said the second speaker, "this is far too limited a view of the subject, and, in assigning our boundaries, we must look to the great and glorious future, which is prescribed for us by the manifest destiny of the Anglo-Saxon race. Here's to the United States! Bounded on the north by the north pole, on the south by the south pole, on the east by the rising, and on the west by the setting sun!"

Emphatic applause greeted the aspiring prophecy. But here arose the third speaker, a very serious gentleman, from the far West. "If we are going," said this truly patriotic American, "to lessen the historic past and present, and take our manifest destiny into account, why restrict ourselves within the narrow limits assigned by our fellow-countryman, who has just sat down? I give you the United States! Bounded on the north by the aurora borealis, on the south by the procession of the equinoxes, on the east by the primeval chaos, and on the west by the day of judgment!"—John Fiske.

II. PATHOS. PICTURES OF MEMORY.

Among the beautiful pictures
  That hang on Memory's wall,
Is one of a dim old forest,
  That seemeth best of all;
Not for its gnarled oaks golden,
  Dark with the mistletoe;
Nor for the violets golden
  That sprinkle the vale below;
Not for the milk-white lilies
  That lean from the fragrant ledge,
Coquetting all day with the sunbeams,
  And stealing their golden edge;
Not for the vines on the upland,
  Where the bright red berries rest,
Nor the pinks, nor the pale sweet cowslips,
  It seemeth to me the best.

Digitized by Google

I once had a little brother,
With eyes that were dark and deep;
In the lap of that dim old forest
He lieth in peace asleep.
Light as the down of the thistle,
Free as the winds that blow,
We roved there the beautiful summers,
The summers of long ago;
But his feet on the hills grew weary,
And, one of the autumn eves,
I made for my little brother
A bed of the yellow leaves.
Sweetly his pale arms folded
My neck in a meek embrace,
As the light of immortal beauty
Silently covered his face.
And when the arrows of sunset
Lodged in the tree-tops bright,
He fell, in his saint-like beauty,
Asleep by the gates of light.
Therefore, of all the pictures
That hang on Memory's wall,
The one of the dim old forest
Seemeth the best of all.—Alice Cary.

III. SOLEMNITY. THE BLUE AND THE GRAY.

By the flow of the inland river,
Whence the fleets of iron have fled,
Where the blades of the grave grass quiver.
Asleep are the ranks of the dead;—
Under the sod and the dew,
Waiting the judgment day—
Under the one the Blue;
Under the other, the Gray.
These in the robings of glory,
Those in the gloom of defeat,
All with the battle-blood gory,
In the dusk of eternity meet:—
Under the sod and the dew,
Waiting the judgment day—
Under the laurel, the Blue;
Under the willow, the Gray.
From the silence of sorrowful hours
The desolate mourners go,
Lovingly laden with flowers,
Alike for the friend and the foe;—

Digitized by Google

Under the sod and the dew,
Waiting the judgment day—
Under the roses, the Blue;
Under the lilies, the Gray.
So with equal splendor
The morning sunrays fall,
With a touch impartially tender,
On the blossoms blooming for all;—
Under the sod and the dew,
Waiting the judgment day—
'Broidered with gold, the Blue;
Mellow with gold, the Gray.
So, when the summer calleth,
On forest and field of grain,
With an equal murmur falleth
The cooling drip of the rain;—
Under the sod and the dew,
Waiting the judgment day—
Wet with the rain, the Blue;
Wet with the rain, the Gray.
Sadly, but not with upbraiding,
The generous deed was done;
In the storm of years that are fading,
No braver battle was won;—
Under the sod and the dew,
Waiting the judgment day—
Under the blossoms, the Blue,
Under the garlands, the Gray.
No more shall the war-cry sever,
Or the winding rivers be red;
They banish our anger forever
When they laurel the graves of our dead!
Under the sod and the dew,
Waiting the judgment day—
Love and tears for the Blue;
Tears and love for the Gray.—F. M. Finch.

IV. SERENITY, BEAUTY, LOVE. SANDALPHON.

Have you read in the Talmud of old,
In the legends the Rabbins have told
Of the limitless realms of the air,
Have you read it—the marvelous story
Of Sandalphon, the Angel of Glory.
Sandalphon, the Angel of Prayer?

How, erect, at the outermost gates
Of the City Celestial he waits,
With his feet on the ladder of light,

Digitized by Google

That, crowded with angels unnumbered,
By Jacob was seen, as he slumbered
Alone in the desert at night?

The Angels of Wind and of Fire
Chant only one hymn, and expire
With the song's irresistible stress;
Expire in their rapture and wonder,
As harp strings are broken asunder
By music they throb to express.

But serene in the rapturous throng,
Unmoved by the rush of the song,
With eyes unimpassioned and slow,
Among the dead angels, the deathless
Sandalphon stands, listening breathless
To sounds that ascend from below;—

From the spirits on earth that adore,
From the souls that entreat and implore
In the fervor and passion of prayer;
From the hearts that are broken with losses
And weary with dragging the crosses
Too heavy for mortals to bear.

And he gathers the prayers as he stands,
And they change into the flowers in his hands,
Into garlands of purple and red;
And beneath the great arch of the portal,
Through the streets of the City Immortal
Is wafted the fragrance they shed.

It is but a legend, I know—
A fable, a phantom, a show,
Of the ancient Rabbinical lore;
Yet the old medieval tradition,
The beautiful, strange superstition,
But haunts me and holds me the more.

When I look from my window at night,
And the welkin above is all white,
All throbbing and panting with stars;
Among them majestic is standing
Sandalphon the angel, expanding
His pinions in nebulous bars.

And the legend, I feel, is a part
Of the hunger and thirst of the heart,
The frenzy and fire of the brain,
That grasps at the fruitage forbidden.
The golden pomegranates of Eden,
To quiet its fever and pain.

—Henry Wadsworth Longfellow.

Digitized by Google

V. GRAND, SUBLIME, AND REVERENTIAL. APOSTROPHE TO THE OCEAN.

Roll on, thou deep and dark blue Ocean—roll!
Ten thousand fleets sweep over thee in vain;
Man marks the earth with ruin—his control
Stops with the shore, upon the watery plain
The wrecks are all thy deed, nor doth remain
A shadow of man's ravage, save his own,
When for a moment, like a drop of rain,
He sinks into thy depths with bubbling groan—
Without a grave, unknelled, uncoffined and unknown.
The armaments which thunderstrike the walls
Of rock-built cities, bidding nations quake,
And monarchs tremble in their capitals,
The oak leviathans, whose huge ribs make
Their clay creator the vain title take
Of lord of thee, and arbiter of war—
These are thy toys, and, as the snowy flake,
They melt into the yeast of waves, which mar
Alike the Armada's pride, or spoils of Trafalgar.
Thy shores are empires, changed in all save thee—
Assyria, Greece, Rome, Carthage, what are they?
Thy waters wasted them while they were free,
And many a tyrant since, their shores obey
The stranger, slave, or savage; their decay
Has dried up realms to deserts; not so thou;
Unchangeable save to thy wild waves' play.
Time writes no wrinkle on thine azure brow—
Such as creation's dawn beheld, thou rollest now.
Thou glorious mirror, where the Almighty's form
Glasses itself in tempests; in all time
Calm or convulsed—in breeze, or gale, or storm,
Icing the pole, or in the torrid clime
Dark-heaving, boundless, endless, and sublime—
The image of Eternity—the throne
Of the Invisible; even from out thy slime
The monsters of the deep are made; each zone
Obeys thee; thou goest forth, dread, fathomless, alone.
And I have loved thee, Ocean!! and my joy
Of youthful sports was on thy breast to be
Borne, like thy bubbles, onward; from a boy
I wantoned with thy breakers—they to me
Were a delight, and, if the freshening sea
Made them a terror—'twas a pleasing fear;
For I was as it were a child of thee,
And trusted to thy billows far and near.
And laid my hand upon thy mane—as I do here.—Byron.

Digitized by Google

RECESSIONAL.

God of our fathers, known of old—
Lord of our far-flung battle-line—
Beneath whose awful hand we hold
Dominion over palm and pine—
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

The tumult and the shouting dies—
The captains and the kings depart—
Still stands Thine ancient sacrifice,
An humble and a contrite heart,
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

Far-called our navies melt away—
On dune and headland sinks the fire—
Lo, all our pomp of yesterday
Is one with Nineveh and Tyre!
Judge of the Nations, spare us yet,
Lest we forget—lest we forget!

If, drunk with sight of power, we loose
Wild tongues that have not Thee in awe—
Such boasting as the Gentiles use,
Or lesser breeds without the law—
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

For heathen heart that puts her trust
In reeking tube and iron shard—
All valiant dust that builds on dust,
And guarding calls not Thee to guard—
For frantic boast and foolish word,
Thy mercy on Thy people, Lord!
Amen. —Rudyard Kipling.

ARITHMETIC.

I. SUBJECTS FOR DISCUSSION.

1. Value of arithmetic as a subject in the course of study. What of its culture value? What of its practical value?

2. How much arithmetic should be undertaken in a district school? Enumerate the divisions of the subjects that should be taught and the order in which they should be presented.

3. How much is lost and in what way by having pupils begin number work too early?

4. How much of arithmetic is concrete, and how much is abstract?

5. What attention should be given to definitions and rules?

6. What subject, if any, can be dropped from the ordinary arithmetic?

Digitized by Google

II. QUESTIONS, PROBLEMS AND METHODS.

1. Notation: (a) Roman Notation; letters used and their values; principles governing their use; drills in writing numbers. (b) Arabic Notation; characters used; order of units; how do you teach your pupils to write numbers? Are you satisfied with your results? If not, you had better hunt for a better one.

2. Numeration: Correct use of the word "and;" read these numbers—2,438,957; 879,542; 1,000,001; 456½. Two methods of reading a mixed decimal.

3. The fundamental operations: But three operations are possible with numbers—what are they? What are the principles of addition, subtraction, multiplication, division? Illustrate how you teach pupils to add; how do you explain "carrying?" How do you explain "borrowing and paying back?" If this is not your method, give your way. Multiply 465 by 384 and explain the process as you would to a child—that is, make the work concrete. Show the difference between division and partition. Discuss the uses of the signs. $15\times64\div16+36-42\div7\times2+72\div6\times3-12\times10\div6=?$ Divide 8,634 by 9 and explain the process as you would to a child in the third grade. Show the difference between the results in the two following problems: (1) How many times are three dollars contained in twenty-four dollars? (2) What is one-third of $24.00?

4. Some easy problems in the fundamental operations:

(a) A spent $15, borrowed $27, lent $44, found $20, and then had $88. How many dollars had he at first?

(b) A husks 9 bushels of corn while B husks 12 bushels. When A has husked 108 bushels, how many has B husked?

(c) If x apples cost y cents, what will z apples cost?

(d) If y hats cost w dollars, how many hats can be bought for x dollars?

(e) How many square feet in a blackboard 3 ft. by 5 ft.? Explain your work. Analyze it.

(f) If a floor contains 120 sq. ft., and is 10 ft. wide, how long is it? Analyze this.

5. Factoring: Common divisors and common multiples. Drills in factoring by the inspection method.

6. Fractions: Reduction, addition, subtraction, multiplication and division. Inverting the divisor. How to teach fractions.

7. Some problems in fractions:

(a) A watch cost $72, and 4-9 of the cost of the watch equaled 8-7 of the cost of the chain. What was the total cost of watch and chain?

(b) If the third of six be three, what will the fourth of twenty be?

(c) A man owning 4-5 of a boat sold 2-3 of his share for $400. At that rate what was the value of the boat?

(d) Fred is four years older than Joe, and 2-3 of Joe's age equals 4-7 of Fred's. How old is each?

8. Percentage: Its relation to fractions; terms used; cases—illustrate each with problems; the 100 per cent. method; illustrate the fact that there are both factors and products to be considered; the various applications of

Digitized by Google

percentage—Profit and Loss; Commission; Brokerage and Stocks and Bonds; Exchange; Insurance; Taxes and Duties; Trade Discount; Interest; (discuss interest fully); True and Bank Discount; Partial Payments.

9. Ratio, Proportion and Partnership: Definition of each; terms used; principles governing; best methods of solving problems in compound proportion.

10. Square and Cube Root: Explain each process. Show how to extract roots of perfect powers by inspection.

11. Mensuration: Lines, angles, plane figures, solids. How to find area or volume of polygons, circles, cylinders, pyramids, cones, spheres or frustums.

12. Would you solve a problem for a pupil who had failed after repeated efforts to solve it for himself?

LANGUAGE.

I. VOCABULARY OF THE SIX-YEAR-OLD CHILD.

1. Extent and classification—how acquired; enlargement; use; slang.

2. First steps in language teaching—how to ascertain child's vocabulary; effect of home environments; teaching—oral or written, which. Necessity of getting the child to talk; how to get him to talk.

3. Child's tendencies in language—(a) to abridge (b) to incomplete pronunciation; (c) to incorrect form of sentences; (d) what teacher should do (discuss tendency to overdo the matter of correcting the child's mistakes in language).

II. METHODS IN ORAL WORK.

1. The question and answer.

2. The teacher's language—necessity for simple words, short sentences, and correct use.

3. The "Complete Statement"—when to use it; when not; its evils. (This much-abused device in oral language work should be carefully discussed. The spontaneity of the child should be preserved at all hazards. *What* is said is more important that the *way* it is said.)

III. STORY TELLING.

1. Its place in language work; value to child life; suitable stories; unsuitable; how to tell a story; illustrations by instructor; by teachers.

IV. STORIES BY THE CHILD.

1. Reproduction: from pictures; from objects; the paragraph; travels or journeys.

2. Real and imaginative stories.

Digitized by Google

V. FORMAL LANGUAGE, WRITTEN WORK.

1. Uses of nouns—(a) singular and plural forms; (b) possessive forms.
2. Use of verbs—various forms of verbs, *be see, lie, lay*, etc.
3. Uses of pronouns—personal, relative.
4. Contractions—isn't, aren't, weren't, 'tis, 'twill, 'tisn't, etc.
5. Quotations.
6. Letter writing.

GRAMMAR.

I. EDUCATIONAL VALUE.

1. In discipline of the logical faculties.
2. In interpretation of thought.
3. In expression of thought.

II. PURPOSES TO HAVE IN MIND IN TEACHING GRAMMAR.

III. METHODS OF TEACHING.

1. Parts of speech—pronoun, verb, preposition, participle, infinitive.
2. Conjunction.
3. Grammatical construction.

IV. DISCUSS THE FOLLOWING:

Irregular formation of plurals; cases of nouns and pronouns; comparison of adjectives and adverbs; complements of verbs; direct and indirect objects; objective adverbial; nominatives of direct address, exclamation, and absolute; infinitives; participles; the sentence; analysis; diagramming; false syntax.

V. ANALYZE A FEW SENTENCES:

(a) The president arrived in the city of *St. Louis*.
(b) This present is for *you*.
(c) The Indians fired from *behind the tree*.
(d) I am surprised at *what you say*.
(e) The Senate of the United States is composed of two senators from each State, chosen by the Legislature thereof, for six years.
(f) He stayed there at least two years too long for his own good.

SPELLING.

1. What faculties are exercised most in this subject?
2. What are the advantages of written over oral spelling?
3. When would you have oral spelling, and for what purpose?

Digitized by Google

4. When would you begin the use of a text in spelling?

5. Would you teach any rules of spelling?

6. Would you have spelling matches? If so, for what especial purpose?

7. Is spelling a test of scholarship?

8. What are some of the ways in which spelling may be taught incidentally?

9. What is phonetic spelling? How would you teach it, and for what purpose?

10. Would you begin teaching the diacritical marks in the first grade. How do you teach them?

11. Should time be taken to have words spelled in the history and geography classes?

12. If a pupil misses a word in the class, what do you do about it? Do you believe in "keeping in" for missing words?

13. How often should classes be reviewed? What is the best method of reviewing?

14. Do you favor a spelling reform?

15. A short lesson in spelling: Dough, through, bough, trough, tough, hough.

WRITING.

1. What do you think of the vertical system as compared with the slant system? What are the advantages or disadvantages of each?

2. What is the best movement in writing? Would you teach this movement to beginners?

3. How do you have children hold the pen? When do you begin the use of pen and ink? Do you insist on uniformity in the method of pen-holding?

4. What do you do with left-handed pupils?

5. If you are teaching the slant system and you have a new pupil enter school who has been taught the vertical, would you allow them to continue this system? If so, how would you manage to give class instruction? What about the copy-books?

6. Do you insist on correct position of the body while your pupils are writing? Do you think that this insistence can be carried so far as to detract from the more important task of learning to write?

7. How do you manage the copy-books? How do you secure neatness in the work? Who has charge of the books when the class is not in session? How often do you inspect them?

8. What do you do while the class is writing? Is that not a most excellent opportunity to read the morning paper or drop a letter to the homefolks? Will you make oath that you have never done either?

9. Is it a disgrace not to write a good hand? What do you think of the fact that most great men write poorly? Are we as teachers doing our duty to make better penmen? Is enough attention being given to the subject?

10. Illustrate your method of teaching a class in writing.

Digitized by Google

NATURE STUDY.

I. WHAT IS NATURE STUDY?

The classics against the sciences; a study of relation.

II. THE AIMS OF NATURE STUDY:

To explain function and adaptation; to awaken interest in, and sympathy with, physical environment; to develop powers of mind and form right habits; to acquire knowledge of physical environment; to cultivate the aesthetic, ethical and spiritual nature of the children; to correlate content and expression subjects of a course of study.

III. THE HIGHEST AIMS OF NATURE STUDY:

To adapt the child to his environments; to train the child to appreciate and appropriate both utility and beauty; to teach the child to protect instead of destroy; to prepare child for appreciation of literature and art; to instill the idea of helpfulness by seeing that everything in nature helps and is helped.

IV. THE LIMITATIONS OF NATURE STUDY:

Nature study not all-sufficient; formal studies must not be neglected.

V. METHOD DETERMINED BY PRINCIPLES:

Definite aim leads to definiteness in method, child study necessary in nature study.

VI. RELATION OF NATURE STUDY TO UNITY IN COURSE OF STUDY:

The child is educated in proportion as he relates ideas gained; the law of unity demands the questions "why" and "how," as well as "what."

VII. RELATION OF NATURE STUDY TO EXPRESSION:

Does not take place of "essentials." Relation of drawing and modeling to nature study.

PHYSIOLOGY.

I. THE GENERAL SCOPE OF THE SUBJECT.

1. Ends to be secured from the study.
2. Reasons for pursuing the study from a thoroughly scientific standpoint.
3. Its relation to chemistry and physics.
4. The hygienic benefits to the individual.

Digitized by Google

5. Benefits to the community in the understanding and application of sanitary regulations.

6. Benefit from the habit of applying scientific laws.

II. METHODS OF TEACHING THE EFFECTS OF ALCOHOLIC STIMULANTS.

1. Information in the text-books on physiology.

2. Statistics from cities having tried both license and prohibition.

3. Statistics from penitentiaries, insane asylums, insurance companies, etc.

4. Experiments with alcohol.

III. LAWS OF HYGIENE.

1. The application of the laws of hygiene to exercise, cooking, eating, drinking, sleeping, bathing, colds, contagious diseases, etc.

HISTORY.

1. The meaning of history.
2. The purposes of history study:
   (a) The teacher's aim.
   (b) The student's aim.
3. How to use maps.
4. Library work.
5. Its relation to geography.
6. Correlating history, literature, English.
7. History as a school for the imagination.
8. History as a school for the judgment.

CIVIL GOVERNMENT.

1. Objects of the study.
2. How can we secure better citizenship in Kentucky?
3. Relation of the school to the State.
4. Relation of ignorance to crime.
5. Civil government and politics.
6. How to secure better representatives of the people in Kentucky.
7. The duty of the public school teacher in the matter of better citizenship.
8. Grand jurors and their duties.
9. Civics as applied in the management of the school.

GEOGRAPHY.

1. The fundamental aim in teaching geography.
2. Relation of maps and books to geography.
3. How to begin the subject.
4. Relation of geography and history.

Digitized by Google

5. Would you dwell on the geography of places which have no historic interest?

6. Which would you present first, the geography of a place or the history? Give reasons for your answer.

7. How would you teach the subject of the winds? Have you any definite plan?

8. Teach a lesson in geography to illustrate what may be done.

THE STATE COLLEGE OF KENTUCKY.

Lexington, Ky., November 2, 1905.

HON. J. H. FUQUA, Superintendent of Public Instruction,
Frankfort, Ky.

My Dear Sir: In compliance with your request I have the honor to submit to you the following report relating to the State College of Kentucky in its various departments and relations. It is necessarily somewhat extensive in its scope, covering more ground, perhaps, than you required. If this be so, I will, upon your request, eliminate such parts of it is as you think can be omitted with propriety.

Thanking you for the continued interest which you manifest in the State College and wishing you abundant success in the discharge of the responsible duties to which you have been called,

I am, with much respect, your obedient servant,

JAMES K. PATTERSON.

N. B. The accompanying reports of the Heads of Departments and Professors are made a part of this report. J. K. P.

Digitized by Google

The State College of Kentucky.

HISTORY.

Agricultural and Mechanical Colleges in the United States owe their origin to an act of Congress entitled "An Act Donating Public Lands to the several States and Territories which may provide Colleges for the benefit of Agriculture and the Mechanic Arts," approved July 2, 1862. The amount of land donated was 30,000 acres for each representative in the National Congress. Under this allotment Kentucky received 330,000 acres. Several years elapsed before the Commonwealth established an Agricultural and Mechanical College under this act. When established it was not placed upon an independent basis, but was made one of the Colleges of Kentucky University, to which institution the annual interest of the proceeds of the Congressional land grant was to be given for the purpose of carrying on its operations. The land-scrip had meanwhile been sold for fifty cents per acre, and the amount received—$165,000—invested in six per cent. Kentucky State bonds, of which the State became custodian in trust for the College.

The connection with Kentucky University continued till 1878, when the act of 1865, making it one of the Colleges of said University, was repealed; and a commission was appointed to recommend to the Legislature of 1879-80 a plan of organization for an institution, including an Agricultural and Mechanical College, such as the necessities of the Commonwealth required. The city of Lexington offered to the commission (which was also authorized to recommend to the General Assembly the place which, all things considered, offered the best and greatest inducements for the future and permanent location of the College) the City Park, containing fifty-two acres of land within the limits of the city, and thirty thousand dollars of city bonds for the erection of buildings. This offer the county of Fayette supplemented by twenty thousand dollars in county bonds, to be used either for the erection of buildings or for the purchase of land. The offers of the city of Lexington and the county of Fayette were accepted by the General Assembly.

By the act of incorporation and the amendments thereto, constituting the charter of the Agricultural and Mechanical College of Kentucky, liberal provision is made for educating, free of tuition, the energetic young men of the Commonwealth whose means are limited. The Normal Department, for which provision is also made, is intended to aid in building up the Common School system by furnishing properly qualified teachers. This College, with the additional departments which shall, from time to time, be opened as the means placed at the disposal of the trustees allow, will, it is hoped, in the not distant future do a great work in advancing the educational interests of Kentucky. Being entirely undenominational in its character, it will appeal with confidence to the people of all creeds and of no creed, and will endeavor, in strict conformity with the requirements of its organic law, to afford equal advantages to all, exclusive advantages to none. The liberality of the Com-

Digitized by Google

monwealth in supplementing the inadequate annual income arising from the proceeds of the land-scrip invested in State bonds, has enabled the trustees to begin to carry on, upon a scale commensurate with the wants of our people, the operations of the institution whose management and oversight have been committed to them by the General Assembly of Kentucky.

SCOPE OF STUDIES.

In the act of Congress making provision for the class of colleges to which the State College partly belongs, it is declared "that their leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." To the three departments of agriculture, the mechanic arts, and military science, contemplated in the act as indispensable, a Normal School has been added by the State and an Experiment Station by the United States, while liberal provision has been made for instruction in all branches of science and in the classics, so that this institution is far more than an agricultural and mechanical college, embracing, as it does, not merely the three original departments, but fifteen others.

THE NORMAL SCHOOL.

The Normal Department of the State College exists under the authority of acts of the General Assembly approved April 23, and April 29, 1880. Section 7 of the first act briefly defines the object for which the Department was established, "a Normal Department or course of instruction for irregular periods, designed more particularly, but not exclusively, to qualify teachers for common and other schools, shall be established in connection with the College." The second act provides the necessary endowment to make the Department effective.

Ten years ago, in order to prepare young men and women for doing the highest work in their chosen profession, the Department of Pedagogy was established, with a four years' collegiate course, offering Pedagogy as a major study. The attendance upon this course has steadily increased, and the work done has been of a high order.

THE KENTUCKY EXPERIMENT STATION.

The Agricultural Experiment Station of the State College of Kentucky was established by the Executive Committee of the Board of Trustees in September, 1885, when the department was organized and a director appointed. 1886 the Station was organized and named by the General Assembly, and in 1887 it became the beneficiary of the first annual appropriation of $15,000 under the Hatch act providing for the establishment of Agricultural Experiment Stations in the several States and Territories.

Digitized by Google

The work of the Station is directed to two objects: 1. To a constant succession of experiments made by specialists, in order to learn what applications of science will insure the best returns from the farm, the gardens, the orchard, the vineyard, the stockyard, and the dairy. 2. To the publication of bulletins announcing such results of the experiments as are found to be valuable to those of the people of Kentucky who seek profit from any of those prime sources of wealth—the soil, the flock, and the herd.

Results of experiments have been published in fourteen annual reports and one hundred and eighteen bulletins, and general appreciation of their utility is shown in the fact that, while no bulletin is sent except upon application for it, the mailing list of the Station contains about 9,000 names, and is ever increasing.

With an ample endowment, a large and commodious building planned for the purpose, adequate apparatus, a good experimental farm conveniently situated, and a staff of fifteen scientists engaged in seven divisions of research and in correspondence with other stations, the Kentucky Experiment Station is not only an important adjunct to the College in the education of students for the leading industrial pursuits, but, directly or indirectly through the wide and continual diffusion of knowledge for the benefit of so large a proportion of our population, it is bound to be extremely useful to the Commonwealth at large.

LOCATION.

The State College of Kentucky is established in the old city park, just within the southern boundary of Lexington and near the Cincinnati Southern Railway. The site is elevated and commands a good view of much of the city and of the surrounding country.

Lexington, now a growing city of thirty-odd thousand inhabitants, is in the heart of the far-famed Bluegrass region, a region distinguished for fertility and healthfulness, wealth and beauty. Numerous schools and churches, an intelligent and refined population, well paved streets, handsome buildings, extensive water works, and an unsurpassed system of street electric railways make Lexington attractive as a seat of learning and place of residence, while the splendid stock farms scattered over the large body of fertile country around it afford advantages hardly equaled elsewhere for the student who desires to become familiar with the best breeds of horses, cattle, sheep, and swine in America. Moreover, with railroads diverging in seven directions, Lexington is the railroad center of Kentucky, and in direct connection with Louisville, Cincinnati, Maysville, Huntington, and Chattanooga, and with more than seventy counties of the Commonwealth. And when to the electric railways now in operation to Georgetown and Paris, that to Versailles, to be opened in 1905, and those projected to Winchester, Richmond, and Nicholasville shall be added, the hourly trains of these six roads will enable students to attend the College conveniently from their homes as far as twenty miles away.

Digitized by Google

GROUNDS.

The campus of the College consists of fifty-two acres of land, located within the corporate limits of Lexington. The South Limestone electric car line extends along the western border of the campus, affording opportunity to reach in a few minutes any part of the city. The campus is laid out in walks, drives and lawns, and is planted with a choice variety of native and exotic trees and shrubs, to which additions are constantly being made. A portion of the land has recently been reserved for a botanical garden, in which will be grown the most desirable native plants, with a view to testing their adaptability to cultivation and to giving increased facilities to students taking agricultural and biological courses. Two and a half acres, forming the northeast portion of the campus, inclosed and provided with a grand stand, are devoted to the field sports of the students.

About three-quarters of a mile south of the campus, on the Nicholasville pike, an extension of South Limestone street, is the Experiment Station Farm, consisting of about two hundred and three acres. Here the field experiments of the Station are conducted, and students have opportunities to witness tests of varieties of field crops, dairy tests, fertilizer tests, fruit-spraying tests; in short, all the scientific experimentation of a thoroughly equipped and organized Station. The front of the farm is pasture and orchard. The back portion is divided off into two hundred one-tenth acre plots, for convenience in making crop tests.

BUILDINGS.

The Main Building.—This is a structure of stone and brick, 140 feet long and 68 feet in width. It contains the office of the President and of the Business Agent, and on the third floor, counting the basement floor as one, is the chapel, in which each day the students and the faculty meet for worship, and in which are held public gatherings and such other meetings as bring together the entire student body. The remaining space in this building is occupied by recitation rooms.

The Old Station Building.—This handsome structure is well planned for the object for which it was built. It is seventy feet in length and fifty-four feet in width, with a tower projection in front, and an octagonal projection eighteen by eighteen on the north side. The building is two stories high, upon a basement eleven feet from floor to ceiling. The main entrance is on the first floor, on the west side of the building, through an archway fifteen feet wide.

This building is henceforth to be dedicated exclusively to the Department of Chemistry.

Mechanical Hall.—This building covers altogether an area of about 20,000 square feet, is constructed of stone and pressed brick, and is well furnished with machinery and appliances for work in mechanical engineering.

The Dormitories.—The two large dormitories on the campus afford lodg-

Digitized by Google

ings for the students who wish to lessen expense in this direction. Other buildings on the campus are a brick dwelling for the President and a cottage occupied by the Commandant.

Science Hall.—This hall, built during the year 1897 for the departments of Natural Science, is 96x97 feet, of pressed brick, trimmed with Bowling Green stone. The wide halls, the numerous and spacious lecture rooms, laboratories and offices in its three stories are conveniently arranged, well lighted, and the rooms are well furnished.

The Farm Buildings.—On the farm is a brick dwelling occupied by the Director of the Station, and the usual buildings for the care of tools, the protection of stock, and the like.

The Gymnasium.—This imposing structure of pressed brick and Bedford stone, 100xx 157 feet, with the central part three stories high, the right wing one and the left two, has just been completed, 150 feet north of the Main Building, at a cost of $30,000.

The first floor of the central portion contains the armory, lockers for women, and the offices of the commandant and the physical director. The second floor is occupied by Alumni Hall, the trustees' room, and a society hall. The third floor is divided into two society halls and a hall for the Y. M. C. A. All these rooms are commodious and finely adapted to their purpose. The right wing, which is 48 x 95 feet, is used as a drill room during bad weather. The basement of the left wing is set apart for baths, lockers for men, wash-stands, closets, and a swimming pool. The second floor, the gymnasium proper, is splendidly equipped with the best apparatus that could be procured.

The building is finished in yellow pine, heated by steam, and lighted by electricity.

The New Station Building.—This house, on South Limestone, and a fourth of a mile from the campus, was completed in the winter of 1904.

The building is of two stories and the basement, of pressed brick with oolitic limestone trimmings. The foundation is of Kentucky gray limestone, faced with broken ashlar oolitic limestone, the balustrade of terra-cotta. A large portico, with columns extending from the first floor line to the pediment on a level with the cornice, forms an attractive feature of the building. The cornice is massive, with large brackets.

The general design of the building, which is 114 feet long by 60 deep, is colonial, adhering as strictly as possible to classic proportions and combinations.

PATTERSON HALL.

This Hall, a home for the young women of the College, is a large and handsome three story structure of about a hundred and fifty feet front, built on a fine site of more than three acres lying along the electric railway on South Limestone street. Within a quarter of a mile of the College on the south, a half mile of the court house, the Phoenix Hotel and the post-office on the north, and distant not more than ten minutes by rail from the princi-

Digitized by Google

pal churches of the city, Patterson Hall is, for all purposes, admirably located. The building is heated by steam, lighted by gas and electricity, and supplied with the purest of water. It has a roomy front porch of 12 by 70 feet, wide halls, a closet in every bed room, and thirteen bath rooms, With walks, drives and numerous old forest trees, the spacious front lawn is an inviting place for exercise, for which ample provision has also been made on the extensive grounds, with a tennis court, in the rear, as well as in the large gymnasium.

Sixty-two commodious and well-furnished rooms afford accommodation for a hundred and twenty-four occupants for whom the careful and judicious matron will provide lodging free, and excellent board for $3 a week, the inmates furnishing their own napkins and towels, and their own bedding, except mattresses and pillows, and paying their laundry bills.

Built durably of stone, brick, wood and iron, and made practically fireproof, at a cost of $60,000; with adequate provision for heat, light, ventilation, bathing and exercise, this Hall offers all the comforts and conveniences of a well-appointed home.

County appointees are first supplied with rooms, and these, by act of the Legislature, are assigned by lot.

Probably no educational institution in the South affords a more attractive home for young women; and those who are favored with a county appointment, the mode of obtaining which is set forth elsewhere in this report, will find that residence at the State College is brought within the means of any young woman who earnestly desires to fit herself for a life of usefulness.

DEVELOPMENT.

The growth of the College from year to year is shown as follows:

1862. To establish and endow a college, chiefly for instruction in agriculture and the mechanic arts, an act of Congress apportioned to each State, for each of its Senators and Representatives in Congress, 30,000 acres of the public land.

1865. The General Assembly of Kentucky having accepted the State's portion under the conditions prescribed, established the Agricultural and Mechanical College, making it one of the colleges of Kentucky University, then recently united with Transylvania University and located at Lexington, citizens of Lexington and its vicinity donating $110,000 to the Curators of the University to buy a site for the College. The General Assembly having authorized the Commissioners of the Sinking Fund to sell the 330,000 acres apportioned to Kentucky, by the mismanagement of the Commissioners' agent the State realized for its land only $165,000.

1866. The College opened with a President, four Professors and a Commandant.

1878. Dissatisfied with the management of the College by the Curators, who were engaged in a long factional strife, the General Assembly severed the connection with the University, and appointed a commission to re-locate the College, to provide for its continuance in operation till re-located,

Digitized by Google

and to prepare "a plan for a first-class University." Kentucky University claiming and retaining the former site of the College, the sole property of the latter after the severance was an income of $9,900 derived from the land grant.

1880. The city of Lexington offering the city park of fifty-two acres as a new site for the College, and also $30,000 in bonds, and the county of Fayette offering $20,000 besides, the General Assembly ratified the selection of the site made by a majority of the commission, and located the College permanently in Lexington.

1880. To provide teachers for the common schools of the State and for other schools the General Assembly added to the College a Normal Department, which should admit, besides other students, one from each representative district every year free of tuition.

1880. Further to endow the College and to enable it to purchase apparatus, machinery, implements, and a library; to maintain the Normal Department, and to defray other necessary expenses, the General Assembly imposed a tax of one-half cent on each one hundred dollars of the assessed value of all property in the State liable to taxation for State revenue and belonging to its white inhabitants.

1880. The Classical and Normal Departments, and the Academy added.

1882. The College building, the first dormitory, and the President's house completed.

1885. The Commandant's house reconstructed.

1887. To enlarge by experiments and to diffuse the knowledge of agriculture, an act of Congress established, under the direction of Agricultural and Mechanical College in each State, an Agricultural Experiment Station, appropriating for its support $15,000 per annum.

1887. The Department of Civil Engineering established, an experimental farm of forty-eight acres purchased, and the College green house built.

1889. The Experiment Station building completed.

1890. The second dormitory completed.

1890. For "the more complete endowment" of Agricultural and Mechanical Colleges an act of Congress appropriated to each State $15,000 for the year ending June 30, 1890, and the same sum with an increase of $1,000 per annum for ten years, after which the maximum of $25,000 should continue without change. Of the amount thus annually appropriated the College receives 85 per cent. and the school of the colored people at Frankfort 15 per cent.

1891. The Department of Mechanical Engineering established.

1892. The mechanical building and workshops completed.

1894. Greenhouses for the Experiment Station built.

1895. The annex to the mechanical building and the Insectarium for the Station built.

1897. The Department of Electrical Engineering established. Additions made to the greenhouses and insectarium.

1898. The building for natural science completed.

1897. Sixty-four and a half acres added to the Experimental Farm, making 113 in all.

Digitized by Google

1900. Six thousand dollars appropriated by the General Assembly for a Collegiate Home for young women, for a Gymnasium and drill room, and a hall for the Y. M. C. A.

1901. Ninety acres added to the Experimental Farm, making 203 in all. The building erected containing the gymnasium, the drill room, and halls for the societies and the Y. M. C. A.

1901. The Department of Mining Engineering added.

1902. Thirty thousand dollars additional appropriated by the General Assembly for the Young Women's College Home, making $60,000 in all.

1903. The Young Women's College Home built.

1904. The New Experiment Station completed.

1904. Fifteen thousand dollars per annum appropriated by the General Assembly to defray the expenses of the College.

Increase of Property—The property of the College is estimated to be worth $750,000 more than it was in 1880.

Increase of Courses.—Before 1880 the College offered a single course of study leading to a degree; it now offers nine.

Increase of Teachers.—Before 1880 the College had six Professors; it now has seventeen Professors and thirty-two assistants.

Increase of Students.—The number enrolled during the session of 1898-99 was about 480, considerably the largest till then in the history of the College; for 1899-1900 the number was 563; for 1900-1901 it was 614; for 1901-1902 it was 594; for 1903-1904 it was 740.

Increase of Graduates.—No fact more distinctly marks the growth of the College than the increase in the number of its graduates. More students were graduated in 1901 than were graduated in the first twenty-one years, and more during the last five than during the first thirty.

Digitized by Google

BOARD OF TRUSTEES.

HIS EXCELLENCY THE GOVERNOR OF KENTUCKY,

CHAIRMAN EX-OFFICIO.

PRESIDENT JAMES K. PATTERSON.

MEMBER EX-OFFICIO.

TERM EXPIRES JANUARY, 1906.

JUDGE HENRY S. BARKER ..... Louisville.
HON. TIBBIS CARPENTER ..... Scottsville.
HON. MCDOUGAL FERGUSON ..... Paducah.
HON. W. T. LAFFERTY ..... Cynthiana.
HON. ROBERT W. NELSON ..... Newport.

TERM EXPIRES JANUARY, 1908.

JUDGE WILLIAM C. BELL ..... Harrodsburg.
HON. CASSIUS M. CLAY ..... Paris.
JUDGE GEORGE B. KINKEAD ..... Lexington.
JUDGE JOHN MCCHORD ..... Lebanon.
C. W. METCALFE, ESQ. ..... Pineville.

TERM EXPIRES JANUARY, 1910.

BASIL M. BROOKS, ESQ. ..... Lexington.
DAVID S. FRAZEE, ESQ. ..... Lexington.
HON. FRANK A. HOPKINS ..... Prestonburg.
CHARLES B. NICHOLS, ESQ. ..... Lexington.
JUDGE ROBERT L. STOUT ..... Versailles.

EXECUTIVE COMMITTEE.

DAVID F. FRAZEE.
Chairman.

CASSIUS M. CLAY.
ROBERT W. NELSON.
CHARLES B. NICHOLS
JAMES K. PATTERSON.

DAVID C. FRAZEE.
Secretary of the Board and of the Committee.

Digitized by Google

FACULTY.

(In the order of appointment.)

JAMES KENNEDY PATTERSON, PH. D., LL. D., F. S. A., *President.*
Professor of History, Political Economy, and Metaphysics.

JAMES GARRARD WHITE, A. M.,
Professor of Mathematics and Astronomy.

JOHN HENRY NEVILLE, A. M., LL. D., *Vice- President,*
Professor of Greek and Latin.

WALTER KENNEDY PATTERSON, A. M.,
Principal of the Academy.

JOSEPH HOEING KASTLE, PH. D.,
Professor of Chemistry.

MILFORD WHITE, B. G. E., M. S.,
Principal of the Normal School.

JOSEPH WILLIAM PRYOR, M. D.,
Professor of Anatomy and Physiology.

FREDERICK PAUL ANDERSON, M. E.,
Professor of Mechanical Engineering.

CLARENCE WENTWORTH MATHEWS, B. S.,
Professor of Botany, Horticulture and Agriculture.

ARTHUR MCQUISTON MILLER, A. M.,
Professor of Geology and Zoology.

MERRY LEWIS PENCE, M. S.,
Professor of Physics.

PAUL WERNICKE, PH. D.,
Professor of Modern Languages.

JOHN PASCAL BROOKS, M. S.,
Professor of Civil Engineering.

ALEXANDER ST. CLAIR MACKENZIE, M. A., F. R. S. L.
Professor of English, and Logic.

CHARLES JOSEPH NORWOOD.
Professor of Mining Engineering.

JOHN THEODORE FAIG, M. E.,
Professor of Machine Design.

WILSON BRYANT BURTT, 1ST LIEUT. U. S. A.,
Commandant and Professor of Military Science and Tactics.

Digitized by Google

MRS. FLORENCE OFFUTT STOUT,
Instructor in Physical Culture.

W. WALTER H. MUSTAINE, B. S.,
Physical Director.

HARRRISON GARMAN.
Lecturer on Entomology.

JOSEPH NELSON HARPER, B. S.,
Lecturer on Agriculture.

MISS ELIZABETH SHELBY KINKEAD,
Lecturer on English Literature.

JOHN LEWIS LOGAN, A. B.,
Assistant Professor in the Academy.

JOSEPH MORTON DAVIS, A. B. B. S.,
Assistant Professor of Mathematics.

EDWARD H. CRAWFORD,
Assistant in Normal School.

ASHFR GRAHAM SPILLMAN,
Assistant Inspector of Mines.

JOSEPH DICKER,
Assistant in Blacksmith Shop and Foundry.

THEODORE TOLMAN JONES, A. M.,
Assistant in Latin, Greek and German.

MISS MARTHA RIPPERDAN WHITE, M. S.,
Assistant in Mathematics.

ALEXANDER MASSEY WILSON,
Assistant Professor of Electrical Engineering.

LOUIS EDWARD NOLLAU, B. M. E.,
Assistant in Drawing and Wood Shop.

JAMES FRANKLIN SANDEFUR, A. B.,
Assistant in Latin, Greek and English.

THOMAS WILLMOTT FREEMAN,
Assistant in Drawing and Machine Shop.

GORDON THURMAN,
Engineer and Assistant in Wood Shop.

MARTIN AUGUSTUS DOYLE, B. M. E.,
Assistant in the Mechanical Laboratory.

WILSON BRYANT BURTT, U. S. A.,
Fellow Assistant in Civil Engineering.

Digitized by Google

MISS ALICE COURTNEY PENCE, B. S.,
Fellow Assistant in Anatomy and Physiology.

J. HARRY CLO, B. S.,
Fellow Assistant in Physics and in the Normal School.

MISS MARGARET DONALD ERSKINE WILKIE, B. S.,
Fellow Assistant in Chemistry.

MISS SUE DOBYNS MCCANN, B. S.,
Fellow Assistant in Zoology and Geology.

ROBERT HARGROVE BARCLAY, B. E. M.,
Fellow Assistant in Mining Engineering.

WALTER PEARSON KELLEY, B. S.,
Fellow Assistant in Chemistry.

EARL CLEVELAND VAUGHN, A. B.,
Fellow Assistant in Botany.

WILLIAM BOULDEN CRUTCHFIELD, A. B.,
Fellow Assistant in English.

THOMAS MARSHALL SMITH, B. S.,
Fellow Assistant in Entomology.

MRS. LUCY BERRY BLACKBURN,
Monitress.

JOSEPH WILLIAM PRYOR, M. D.,
Surgeon of the Battalion.

MISS HARRIETTE CLAIBORNE HODGES,
Registrar.

DAVID C. FRAZEE,
Business Agent.

CLARENCE W. MATHEWS,
Secretary of the Faculty.

MRS. CAROLINE EMBRY WALLIS,
Matron of Patterson Hall.

JOHN H. NEVILLE,
Editor of the Catalogue.

Digitized by Google

DEPARTMENTS.

The studies of the State College are distributed into eighteen Departments, each in charge of a responsible head, the heads constituting the Faculty. Arranged in chronological order the Departments are:

I. History, Political Economy and Metaphysics.
II. Botany, Horticulture and Agriculture.
III. The English Language and Literature:
IV. Military Science.
V. Chemistry.
VI. Mathematics and Astronomy.
VII. Modern Languages.
VII. Greek and Latin.
IX. The Academy.
X. Pedagogy, or the Normal School.
XI. Civil Engineering.
XII. Mechanical and Electrical Engineering.
XIII. Anatomy and Physiology.
XIV. Geology.
XV Zoology.
XVI. Physics.
XVII. Entomology.
XVIII. Mining Engineering.

U. S. WEATHER BUREAU.

OBSERVER, ROBERT HENRY DEAN.

There has been established at the college by the U. S. Department of Agriculture a Station of the Weather Bureau, with first-class instrumental equipment, and working in close connection with the college and the Experiment Station. Students who are interested in the study of meteorology and kindred sciences will find at this Station of the bureau a rare chance for special investigation, and they are welcome to such benefits as the Station affords.

ADMISSION.

A student is admitted to the State College in one of six ways:

I. By examination.
II. By certificate from an accredited school.
III. By certificate from the College Academy.
IV. By transfer of credits from a college or university.
V. As a special student.
VI. By certificates from the Normal School.

Digitized by Google

1. ADMISSION BY EXAMINATION.

For the Freshman Class students are examined on the following:

1. IN ENGLISH.—(*a*) On advanced Grammar. Selections for analysis and parsing are arranged to test the candidate's knowledge of the structure of the language. (*b*) On Rhetoric and Composition. The candidate is required to write two essays of not less than two hundred words each, one on a subject taken from prescribed work of some standard author, the other on a subject chosen by the candidate. The books from which subjects will be taken are: Burke's Speech on *Conciliation with the Colonies;* Shakespeare's *Macbeth;* Milton's *L'Allegro, Il Penseroso, Comus,* and *Lycidas;* Macaulay's essays on *Milton* and *Addison;* Shakespeare's *Merchant of Venice* and *Julius Caesar;* Addison's *Sir Roger de Coverley Papers;* Goldsmith's *Vicar of Wakefield;* Coleridge's *Ancient Mariner;* Scott's *Ivanhoe;* Carlyle's essay on *Burns;* Tennyson's *Princess;* Lowell's *Vision of Sir Launfal* and George Eliot's *Silas Marner.*

For a connected account of these books and of their authors Halleck's History of English Literature is recommended. The candidate must be familiar with the plots, incidents and characters of each work, and be prepared to show his ability to write correct English. No candidate will be admitted whose work is notably deficient in a knowledge of spelling, punctuation, paragraphing and syntax.

2. IN HISTORY.—(*a*) On Eggleston's History of the United States, or an or Myer's General History.

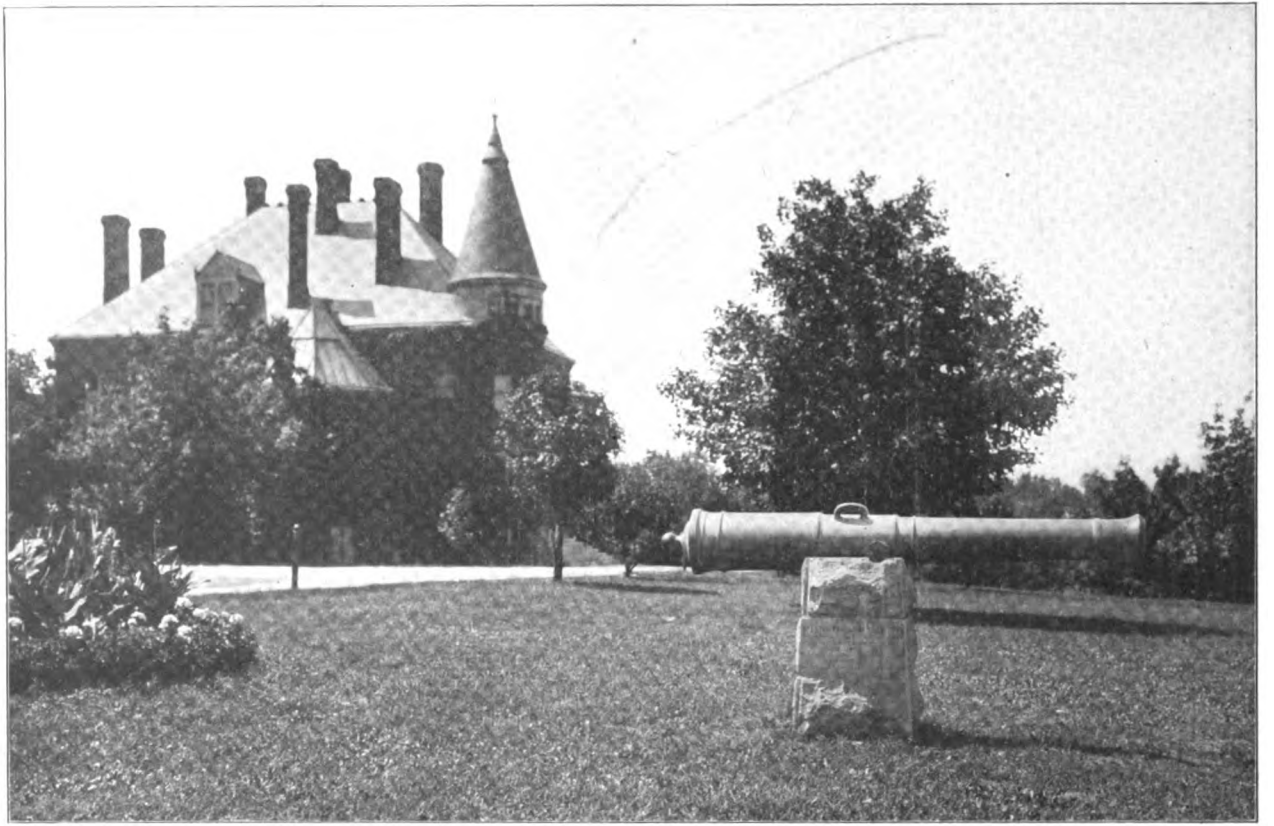
3. IN GEOGRAPHY.—(*a*) On Advanced Descriptive Mathematical, and equivalent. (*b*) On General History, in amount equivalent to Anderson's Political Geography, as presented in Butler's Complete, or The Natural Advanced, Geography. (*b*) On Physical Geography, as presented by Tarr or Davis.

4. IN MATHEMATICS.—(*a*) On Arithmetic. A thorough knowledge of the subject is required. (*b*) On Algebra. The student must show a thorough knowledge of the subject as presented in Wentworth's Higher Algebra, including factors, common divisors and multiple, fractions, involution, embracing the binominal theorem for positive integral exponents, evolution, theory of exponents, radicals, imaginary quantities, inequalities, equations of the first and second degrees, involving one or more unknown quantities, equations solved like quadratics, simple indeterminate equations, and equations involving radicals. The student is expected to state and explain the reason for every step in his work. (*c*) On Geometry. The student must exhibit a knowledge of the subjects as treated in books I to V inclusive of Beman and Smith's Geometry, including the larger part of the matter relating to triangles, parallels and parallelograms, polygons and circles, as presented in the best American text-books. The student should be able to apply the principles of Geometry to practical examples, to construct diagrams quickly and accurately. In proving a theorem or solving a problem he should be able to prove every statement made, by going back, step by step, till he rests on primary definitions and axioms.

Digitized by Google

LIBRARY
OF THE
UNIVERSITY
OF
CALIFORNIA

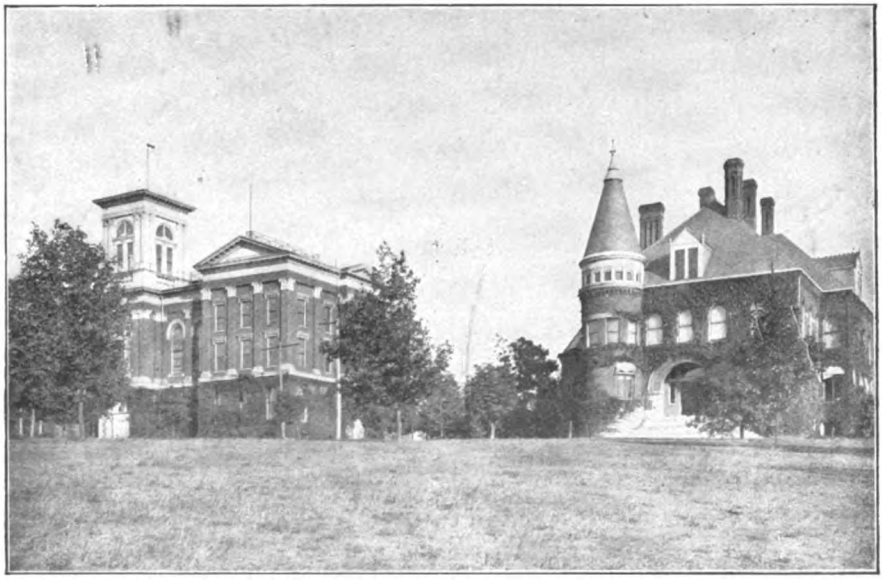
Digitized by Google



SPANISH CANNON AND CHEMISTRY BUILDING.

Digitized by Google

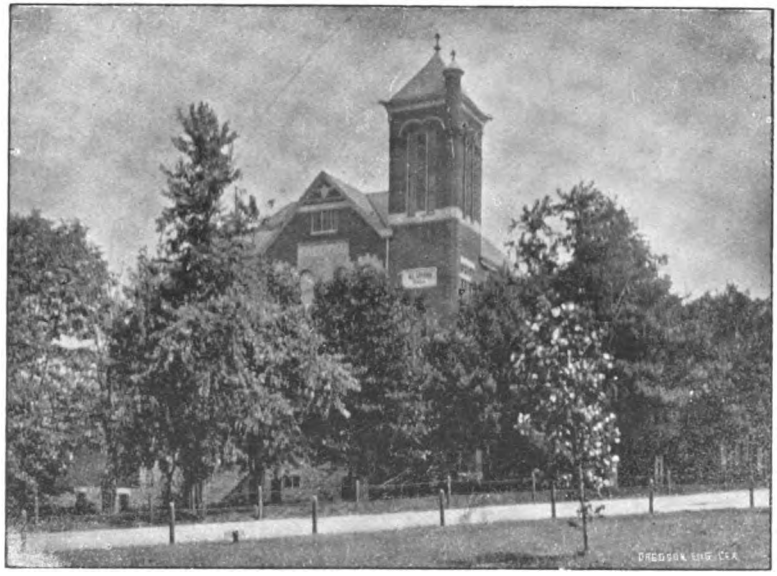
Digitized by Google



MAIN BUILDING. CHEMISTRY BUILDING.

Digitized by Google

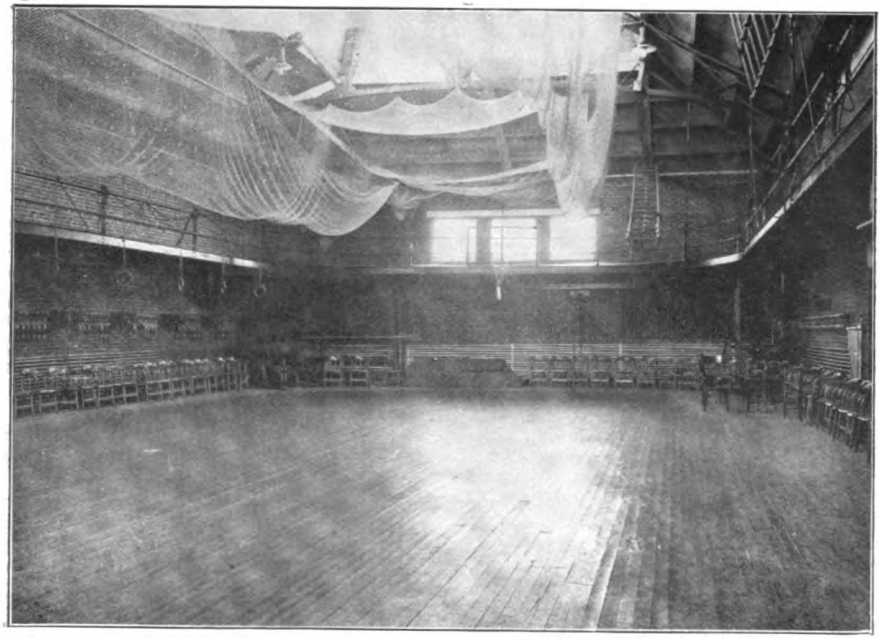
Digitized by Google



ALUMNI HALL.

Digitized by Google

Digitized by Google



INTERIOR GYMNASIUM.

Digitized by Google



LIBRARY (MECHANICAL AND ELECTRICAL ENGINEERING).

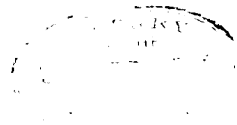
Digitized by Google

Digitized by Google



PATTERSON HALL (GIRL'S DORMITORY).

Digitized by Google



Digitized by Google



THE SOUTH DRIVE.

Digitized by Google

LIBRARY
OF THE
UNIVERSITY
OF
CALIFORNIA

Digitized by Google



MECHANICAL HALL.

Digitized by Google

LIBRARY
OF THE
UNIVERSITY
OF

Digitized by Google

5. IN LATIN.—On genders, declensions, conjugations, syntax, and idioms as they are treated in Smiley and Storke's Beginner's Latin Book; Viri Romae; ten lives of Nepos; five books of Caesar; Daniell's New Latin Composition; Creighton's History of Rome; Guerber's Myths of Greece and Rome.

Strict attention must be paid to quantity and accent.

6. IN GREEK.—On genders, declensions, conjugations, accents, syntax, and idioms, as they are treated in White's Beginner's Greek Book; Moss' Greek Reader; five books of Xenophon's Anabasis; Pearson's Greek Prose Composition; Oman's History of Greece.

Equivalents are accepted in both Latin and Greek.

Candidates for admission to the courses in Science, Agriculture, Mechanical and Civil Engineering will be examined on 1, 2, 3 and 4.

Candidates for admission to the Course in Pedagogy will be examined in 1, 2 (*a*), 3 (*a*), 4, and 5.

Candidates for admission to the course in Classics will be examined on 1, 2 (*a*), 3 (*a*), 4, 5, and 6. If French and German be substituted for Greek, 6 will be omitted.

II. ADMISSION FROM AN ACCREDITED SCHOOL.

An applicant for admission to a class in the college who presents from the Principal or Superintendent of an accredited school a certificate that he has duly completed the courses of study prescribed for admission to that class will receive from the President of the college a permit entitling him to admission thereto without further examination.

The list of accredited schools is given elsewhere in this catalogue.

III. ADMISSION FROM THE COLLEGE ACADEMY.

A student who presents from the principal of the academy a certificate that he has properly completed either course of study set forth in the curriculum of the academy will be admitted to the Freshman Class of the corresponding course in the college without further examination.

IV. APMISSION FROM A COLLEGE OR UNIVERSITY.

An applicant for admission who has been a student of another college or of a university of respectable standing, upon presenting a certificate of his honorable dismission therefrom, may be admitted *ad eundem gradum* in this college provided that he shall satisfy the appropriate professors that he has duly completed a course of study equivalent to that completed by the class which he proposes to enter.

V. ADMISSION AS A SPECIAL STUDENT.

A graduate of another college or of a university may enter this college at any age in order to pursue a stecial line of work and study, but all others

Digitized by Google

must be at least twenty-four years of age, the limit below which appointments of beneficiaries under the law must be made.

VI. ADMISSION FROM THE NORMAL SCHOOL.

Although the academy is the recognized preparatory school for all courses of study in the college, credit is given nevertheless to students who have completed any subject in the Normal School, for the amount of work done and certified by the principal of the Normal School or his chief assistant. To the extent of such certified credits students from the Normal Department will be admitted without examination to the Freshman Class. On all subjects required for admission in accordance with the conditions set forth on pages 13, 14, 15, they must pass examination.

The Board of Trustees has authorized the appointment of a Board of Examiners, by whom all applicants for admission shall be examined.

Students who bring certificates of graduation from accredited schools shall present them to this board, who will pass the student in the subjects covered by certificate, without further examination. On all other subjects they shall be examined for admission and classification.

Honor pupils, one from each accredited school, shall be admitted without payment of fees. All others from accredited schools shall pay full fees.

Applicants for admission to the Academy or the Normal School shall be examined *on all branches embraced in the Common School course as required by law*, and no one who has not passed actual examination shall be admitted either.

Students who desire to pass from Normal School or the Academy into the College shall be admitted on identical conditions, as set forth above.

Digitized by Google

SCHEDULE OF STUDIES FOR THE DEGREE OF B. PED.

Year	Term	First Hour	Second Hour	Third Hour	Fourth Hour	Fifth Hour	Afternoon
Freshman.	1	English	Trigonometry	German or Latin		Drill	Drawing
	2	English	Solid Geometry	German or Latin	Physiology	Drill	Drawing
	3	English	Algebra	German or Latin	Physiology	Drill	Gen. Botany
Sophomore.	1	Analyt. Geom.	German or English	Physics	English	Drill	Gen. Botany
	2	Analyt. Geom.	German or English	Gen. Botany	Chemistry	Drill	Physics
	3	Analyt. Geom.	German or English	Gen. Pedagogy	Chemistry	Drill	Physics
Junior.	1	Zoology	Educat. Psychol.	Logic	Cicero	Drill	Chemistry
	2	Palæontology	City School Problems	Adv. Psychology	Livy	Drill	
	3	Mineralogy	Educat. Economy		Livy	Drill	Professional Reading.
Senior	1	Virgil	History	Educational Method	Astronomy	Drill	Gen. Geol
	2	Virgil	History	Metaphysics	Hist. Educat.	Drill	Obs. Work in Pedagogy.
	3	Cicero. Terence	Polit. Economy	Mor. Philosophy	Astronomy	Drill	Thesis

Digitized by Google

SCHEDULE FOR THE STATE DIPLOMA.

TERM	FIRST HOUR.	SECOND HOUR.	THIRD HOUR.	FOURTH HOUR.	FIFTH HOUR.
1	Latin.	Pedagogy.	Physics.	Algebra.	Drill.
2	Literature.	Psychology.	Higher Arithmetic.	Plane Geometry.	Drill.
3	Literature.	Algebra.	Higher Arithmetic.	Plane Geometry.	Drill.

SCHEDULE FOR THE STATE CERTIFICATE.

TERM	FIRST HOUR.	SECOND HOUR.	THIRD HOUR.	FOURTH HOUR.	FIFTH HOUR.
1	Literature.	Pedagogy.	Higher Arithmetic.	Algebra.	Drill.
2	Literature.	Psychology.	Higher Arithmetic.	Algebra.	Drill.

SCHEDULE FOR THE COUNTY CERTIFICATE.

TERM	FIRST HOUR.	SECOND HOUR.	THIRD HOUR.	FOURTH HOUR.	FIFTH HOUR.
1	Grammar.	Arithmetic.	U. S. History. Physiology.	Geography.	Drill.
2	Grammar. Civics.	Arithmetic. Pedagogy.	Geography. Physiology.	Composition.	Drill.
3	Grammar. Composition.	Arithmetic. Geography.	Civics. Physiology. Pedagogy.	U. S. History.	Drill.

Digitized by Google

CONDITIONS FOR ADMISSIONS TO THE ACADEMY.

The Academy is under the immediate direction and management of the Principal and four Assistants.

The students are subject to the same rules and regulations as the students of the college. Their attendance at the college is required only during the hours of recitation and other prescribed college exercises, the preparation of their lessons being made elsewhere.

The course of study in the Academy are provided for those who enter directly from the common schools, and are intended to supply the necessary training intermediate between the Freshman Class of the college and the course of study prescribed by the State Board of Education for the common schools.

Every applicant, to be admitted to the academy, is required to pass a satisfactory examination in spelling, reading, writing, geography, history of the United States, English grammar, and arithmetic.

County appointees must present certificats of appointment, made on actual examination held in pursuance of *law* by a County Board of Examiners, duly appointed for that purpose by the County Superintendent.

Applicants from the public schools of Lexington must present certificates from the School Board setting forth that they have completed the eighth grade studies.

Other applicants must present certificates from their County Superintendent, or from the principal of their high school, setting forth that they have completed the common school course prescribed by the State Board of Education.

Those who enter at any other time than the beginning of the year will be required to pass a satisfactory examination on the work already gone over by the classes they propose to enter.

Students matriculating in the academy will be required to pursue one of its prescribed courses of study, and will not be permitted to take any work outside of this course except on the recommendation of the principal.

ENTRANCE EXAMINATIONS.

These will be held as follows:

Tuesday September 12, 1905, on English Grammar, Rhetoric, and Greek Grammar; Wednesday, September 13th, on Political and Descriptive Geography, U. S. History, Latin Grammar, and Second Year Algebra; Thursday, September 14th, on Arithmetic. Physical Geography, General History, and Second Year Latin; Friday, September 15th on First Year Latin, Algebra, Geometry, and Second Year Greek.

Examinations to begin at 8 a. m. and close at 12 m.

For the benefit of those, other than county appointees, who desire to know the character of the examination which applicants for admission will be required to pass, the following examination papers are submitted as a sample. It is not to be understood that these are the questions on which

Digitized by Google

applicants will be examined, but that they indicate the minimum attainments necessary to enter the academy of the college. Those who expect to enter more advanced classes will be required to pass an examination on all that the class which they propose to enter has passed over.

I. ARITHMETIC.

Find the greatest common divisor and the least common multiple of 899 and 961.

Simplify $2\frac{1}{4} \times \frac{10\frac{3}{4} - 4\frac{11}{12}}{6\frac{3}{16} \times 7\frac{2}{3}} \div \frac{35\frac{5}{11}}{1\frac{2}{5} + 9\frac{1}{11}}$

Find the number of bushels that will fill a bin 8.5 feet long, 4.5 feet wide, 3.5 feet deep.

The longitude of Rome is 12 degrees, 27 minutes, 14 seconds east; the longitude of Chicago is 87 degrees 35 minutes west; find the difference in time between the two places.

What will be the cost of plastering the walls and ceiling of a room 24 feet 4 inches long, 20 feet wide and 12 feet 6 inches high, at 27 cents per square yard, if 20 square yards be deducted for doors, windows, and base boards?

If a train at the rate of five-thirteenths of a mile per minute takes three and one-quarter hours to reach a station, how long will it take at the the rate of seven-fifteenths of a mile per minute?

A and B can do a piece of work in 2½ days, and A and C in 3⅓ days, B and C in 4¼ days. Required the time in which all three working together can do the work, and in which each can do the work alone.

A farmer sowed 5 bushels, 1 peck, 1 quart of seed, and harvested from it 103 bushels, 3 pecks, 5 quarts. How much did he raise from a bushel of seed?

Reduce 9 square chains, 11.25 square rods, to the decimal of an acre.

If a bar of iron 3 1-3 feet long, 3 inches wide, 2¾ inches thick weighs 93 popunds, what will be the weight of a bar 3⅔ feet long, 4 inches wide, and 2½ inches thick?

II. ENGLISH GRAMMAR.

Name, define and give examples of all the parts of speech.

Define a phrase, a clause, and give examples of each.

What are the only verbs that can be in the passive voice? Why?

Write a complex sentence containing a noun clause; one containing an adjective clause; one containing an adverbial clause.

Analyze the following sentence, and parse all the words in full:

"The soldiers of the Tenth Legion, wearied by their long march and exhausted from want of food, were unable to resist the onset of the enemy."

Digitized by Google

III. GEOGRAPHY.

What are the circles of the earth?

What are the meridians?

Define latitude and longitude.

What two meridians bound the hemispheres?

Define the two principal forms of government.

Bound North America and describe its political divisions.

Why is the climate of Western Europe different from that of America in the same latitudes?

Describe the mountains, principal rivers and lakes of Asia.

Describe the natural routes of commerce.

IV. HISTORY.

What section of the United States was first explored by the Spanish? French? English?

Give a concise description of the settlement of Plymouth, Jamestown, New York City, and name their distinctive characteristics.

Define Charter, Proprietary and Royal government as applied to the colonies, and name the colonies that were under each of these forms of government.

Name the three principal causes of the Revolutionary War.

What was the main cause of the war of 1812?

What caused the Mexican War?

Give the leading political differences between the North and South at the opening of the Civil War.

Name the three departments of the Government under the Constitution, and define the duties of each.

ASSOCIATIONS.

THE UNION LITERARY SOCIETY.

This, the oldest of the literary associations connected with the State College, was formed in 1872 by the consolidation of the Yost Club and the Ashland Institute, and operates under a charter from the Legislature. It occupies a commodious and well-furnished hall in the Gymnasium and is supplied with a library due in part to an appropriation from the State. Besides the weekly meetings devoted to declamation, essays, and debates, the society holds on the 22d of February an annual contest in oratory, and awards to the successful competitor a gold medal provided by the alumni.

THE PATTERSON LITERARY SOCIETY.

This society, formed in 1887, and at the suggestion of Gov. Knott named in honor of the President of the College, was chartered in 1888. It

Digitized by Google

is provided with a handsome room and a good library. The annual oratorical contest is held on the 26th of March, the birthday of the President, who presents the first prize, a gold medal. The second, also a gold medal, is the gift of Mr. George W. Crum, of Louisville.

THE PHILOSOPHIAN AND NEVILLE SOCIETIES.

These societies, instituted, the former in 1882, the latter in 1905, by young women of the College, for literary improvement and social pleasure, offer, besides the usual weekly meetings, public entertainments consisting of declamations, essays, criticisms, and addresses.

THE ENGINEERING SOCIETY.

This body, composed of matriculates in either course of engineering, meets on the third Friday of each month. The exercises consist of a paper read by a member on some pertinent topic, followed by a general discussion. During the year the society is occasionally favored with lectures by experienced engineers not connected with the College.

ATHLETICS.

Opportunity for physical exercise and legitimate outdoor sport is afforded by the spacious Athletic Field and Parade Ground. The management of athletics by the students is vested in an Athletic Association formed by the union of the Football, the Baseball, and Track-athletic Societies. The officers of these three sub-organizations constitute the managing board of the Athletic Association. The control of athletics by the Faculty is secured through their committee on athletics, acting under a set of regulations adopted by the Faculty and approved by the Trustees.

CHAUTAUQUA REPRESENTATIVE.

An oratorical contest under the auspices of the Literary Societies, but open to every bona fide student of the College, is held on the last Tuesday afternoon before Commencement to select a representative to speak at the Lexington Chautauqua.

Digitized by Google

REGULATIONS.

PUBLIC EXERCISES.

All exercises assigned for commencement or any other public occosion must be submitted to the President for approval at least one week before the time for the performance; and, if any student shall deliver an address, or part of an address, which has not been approved by the President, his diploma and has a degree, if any has been awarded, may be withheld.

TRAVELING EXPENSES OF STUDENTS.

By the terms of the recent legislation upon the Agricultural and Mechanical College of Kentucky, a county appointee is entitled to have his traveling expenses from his home to the College and return paid by the College on the following conditions:

1st. He must be appointed according to law, a copy of which is in the hands of each County Superintendent of Schools.

2d. He must travel from home to the College by the shortest, least expensive, and the most expeditious route, and take receipts for all necessary expenses of travel, depositing the same, upon arrival, with the President of the College.

3d. He must present himself for matriculation within one week after the beginning of the fall term of the collegiate year.

4th. He must bring a certificate of good moral character, signed by two or more well known and responsible citizens of his county.

5th. He must pass creditably the entrance examination required for admission.

6th. He must remain a student of the College for ten consecutive months, or one collegiate year.

7th. He must maintain during the collegiate year a good moral character, and such class standing as will enable him to pass all final examinations.

8th. He must sign a declaration at the end of the collegiate year that he has not knowingly violated any of the regulations involving his moral character as a student, nor been a party directly or indirectly to the injury of property on the College grounds or in the College buildings.

If at the end of the collegiate year the foregoing conditions have been complied with, the President of the College shall certify the fact to the Treasurer of the College, who upon said certificates as vouchers shall pay to the appointee the amount shown by the receipts aforesaid, and in addition thereto the sum for discharging the necessary expenses to be incurred in returning home.

COLLEGE EXPENSES.

The necessary expenses of a student while at College need not exceed the following estimates. As a rule the less pocket-money allowed by parents

Digitized by Google

or guardians, the better it is for the pupil. When supplies of pocket-money are kept short the opportunity for contracting vicious habits is correspondingly diminished. Students should not be allowed by their parents to create any debts. All moneys intended for the use of the students should be deposited with the Commandant.

For a county appointee, occupying a room in the dormitory, the necessary expenses are as follows:

Tuition, free	$00 00
Matriculation, free	00 00
Gymnasium, free	00 00
Room rent, free	00 00
Use of furniture	2 50
Washing, about	10 00
Uniform	16 00
Books, about	10 00
Total	$38 00

Board in clubs, $2 per week; in families, $3 to $4. For students not county appointees the necessary expenses are:

Tuition for Mechanical, Civil, Electrical and Mining Engineering	$40 00
Tuition for Classical, Scientific and Normal School Courses	25 00
Matriculation fee	5 00
Gymnasium fee	5 00
For each laboratory, fee	5 00
Washing, about	10 00
Room and furniture	6 50
Uniform	16 00
Books, about	10 00

Board in clubs, about $2 per week; in families, $3 to $4. All who occupy rooms in dormitories make a deposit of $5 to cover damage done during their occupancy. This is refunded at the close of the year, less the amount of damage assessed against the depositor.

Board and lodging are provided in Patterson Hall for young women, at $3 per week, they furnishing their own bed clothes and towels. This handsome three story building, a fourth of a mile from the college, can accommodate 125 students.

DIPLOMA.

By order of the Board of Trustees a fee of $5 will hereafter be charged for each diploma issued by the College.

Digitized by Google

FREE TUITION, BENEFICIARIES.

Each Legislative Representative District is allowed to send, on competitive examination, *one properly prepared student* each year to this College, free of charge for tuition.

[A statement for the guidance of County Superintendents: 1. If the county forms one or more than one Legislative Representative Districts, each district is entitled to keep four students in the College and four in the Normal School free of tuition.

2. If a Legislative Representative District embraces more than one county, each county is entitled to keep four students in the College and four in the Normal School free of tuition.]

Beneficiaries are appointed on competitive examinations. A Board of Examiners is appointed for this purpose by the County Superintendent of common schools. The results of examinations are reported to the Superintendent, who from the data thus furnished selects the appointee. Examinations are made upon subjects transmitted to the County Superintendent by the Faculty of the College. One appointment is made each year.

Appointments are made by the County Superintendent between the first day of June and the first day of August of each year. Appointments when made should be immediately certified to the President of the College.

Appointments for the College proper, viz., the Agricultural, Mechanical Engineering, Civil Engineering, Scientific, Classical, and Normal Collegiate courses, are all valid for the term of years necessary to complete the course of study in which the appointee matriculates. This includes the course in the Academy.

It follows from the above that a county which makes its appointments regularly according to law will have for the session of 1901-2 one appointment to the College; for the session of 1902-3 two appointees; for the session of 1903-4 three appointees; for the session of 1904-5 four appointees. When the first appointee completes his course, or ceases to be a student, another appointee takes his place. When the quota of the county is full it will have at least four appointees in regular attendance.

Each appointee is required to pass an entrance examination at the College on the subjects comprising all that is embraced in arithmetic, English grammar, geography, and United States history in the common school course.

All persons are eligible between the ages of fourteen and twenty-four who have completed the common school course—preference being given to young men or women whose means are limited, to aid whom this provision is especially intended.

Any person not an appointee may enter the College on payment of fees, but no one who is not an appointee receives traveling expenses or is exempt from the payment of fees.

APPOINTEES TO THE NORMAL COURSE.

The law makes provision for the appointment of four teachers, or persons preparing to teach, each year. Appointments may be made and certi-

Digitized by Google

fied to the President of the College between the first day of July and the thirty-first day of December of each year.

Appointments to the Normal School are tenable for one year.

Applicants for appointments are examined by a Board of Examiners appointed by the County Superintendent on subjects transmitted by the Faculty, viz.: Upon arithmetic, English grammar, United States history, and geography. They should not be less than seventeen years of age. They are also required to pass an entrance examination at the College. They must likewise bring certificates of good moral character.

Matriculates of the Normal Department will be required to sign an obligation to teach in the Common Schools of Kentucky for as many months as they receive free tuition.

SPECIAL COURSES OF STUDY.

Special courses of study are not provided for in the Academy, the Normal School, of the College proper; provided, however, that perosns who have passed the age of twenty-four years, the limit below which appointments as beneficiaries under the law must be made, may under certain conditions be allowed to pursue selected studies without matriculating in one of the regular courses of the College.

CHANGE OF CLASSIFICATION.

No student shall be allowed to change his or her course of study from one department of the College to another, until he or she shall have completed and passed a satisfactory examination on each subject hitherto studied in the department of which he or she is a matriculate; and no change of courses shall be permitted during the current year.

ACCREDITED SCHOOLS.

Schools. whether public or private, may be accredited in accordance with a resolution of the Faculty providing that gradulates of these may be exempted from entrance examinations to the College when the heads of these schools have complied with certain conditions.

Further, the Board of Trustees have made an annual award of a free scholarship to the pupil in each accredited school who has completed the certified course with the highest class standing. This scholarship entitles the recipient to free tuition. If, in addition, the holder of the scholarship obtains the "County Appointment," he is entitled to free room in one of the dormitories and free traveling expenses.

A revised list of these schools is appended:

Digitized by Google

PUBLIC HIGH SCHOOLS.

Ashland, J. C. Crabbe, Superintendent.
Augusta, J. R. Sterrett, Superintendent.
Bellevue, John Maddox, Superintendent.
Carlisle, W. F. Ramey, Superintendent.
Carrollton, B. F. Gabby, Superintendent.
Catlettsburg, M. P. Helm, Superintendent.
Corydon, Barksdale Hamlet, Superintendent.
Covington, Chas. Merry, Superintendent.
Cynthiana, C. A. Leonard, Superintendent.
Dayton, —— ———, Superintendent.
Dixon, S. G. Boyd, Superintendent.
Elizabethtown, E. E. Olcott, Superintendent.
Elkton, Henry L. Trimble, Superintendent.
Eminence, J. C. Gordon, Superintendent.
Falmouth, E. B. Buffington, Superintendent.
Finchville, B. A. Logan, Superintendent.
Flemingsburg, T. A. Luman, Superintendent.
Frankfort, Hugh Crockett, Superintendent.
Fulton, J. C. Cheek, Superintendent.
Greenup, George W. Chapman, Superintendent.
Greenville, W. O. Belcher, Superintendent.
Harrodsburg, C. W. Bell, Superintendent.
Henderson, Livingston McCartney, Superintendent.
Hickman, A. R. Boone, Superintendent.
Hopkinsville, J. B. Taylor, Superintendent.
Horse Cave, Moses E. Wood, Superintendent.
Kenilworth, (Ill.) Edward Manlay, Superintendent.
Lancaster, J. E. Mannix, Superintendent.
Lawrenceburg, H. V. Bell, Superintendent.
Lexington. M. A. Cassidy, Superintendent.
Louisville, E. H. Marks, Superintendent.
    Female High School, W. H. Bartholomew, Principal.
    Male High School, R. P. Halleck, Principal.
    Manual Training High School, E. P. Chapin, Principal.
Ludlow, Frank Appel, Superintendent.
Marion, Charles Evans, Superintendent.
Mayslick, W. M. Chandler, Superintendent.
Maysville, —— Clinger, Superintendent.
Middlesboro, M. O. Winfrey, Superintendent.
Midway, W. R. Eubank, Superintendent.
Morganfield, A. C. Burton, Superintendent.
Mt. Sterling, H. M. Gunn, Superintendent.
Newport, John Burk, Superintendent.
Nicholasville, R. G. Lowry, Superintendent.
Orange, (N. J.), W. M. Swingle, Superintendent.

Digitized by Google

Owensboro, McHenry Rhoads, Superintendent.
Owenton, W. E. Williams, Superintendent.
Paducah, C. M. Lieb, Superintendent.
Paris, J. A. Sharon, Superintendent.
Pembroke, C. E. Dudley, Superintendent.
Richmond, Caldwell High School, W. H. Brock, Sup.
Somerset, J. P. W. Brouse, Superintendent.
Versailles, W. F. Pate, Superintendent.
West Point, Miss Rice Thurman, Superintendent.
Williamstown, W. G. Welborn, Superintendent.
Winchester, R. M. Shipp, Superintendent.

PRIVATE ACADEMIES, COLLEGIATE INSTITUTES.

Auburn, Auburn Seminary, Charles B. Bates, Principal.
Bagdad, Shelby Institute, Misses Scarce, Principal.
Bardstown, Nelson Normal High School, E. H. Crawford, Principal.
Campbellsburg, High School, J. W. Pearcy, Principal.
Cynthiana, Classical School, Mr. Selin, Principal.
Danville, (Va.), Military Institute, Campbell and Synder, Principals.
Elkton, Vanderbilt Training School, J. H. Harrison, Principal.
Fulton, Carr Institute, T. N. Wells, Principal.
Harrodsburg Academy, W. W. Ensminger, Principal.
Hartford College and Business Institute, L. N. Gray, President.
Hazel Green Academy, Wm. H. Cord, Principal.
Hodgenville, Kenyon College, J. C. Pirtle, President.
Jetts, Academy, Mrs. Mary Crutcher, Principal.
Knoxville, (Tenn.), Baker-Himel School, Norman H. Pittman, Principal.
Leitchfield, High School and Business Institute, W. C. Losey, Principal.
Lexington, Private School, Miss Ella Williamson, Principal.
Lexington, Alleghan Academy, A. N. Gordon, Principal.
Louisville, St. Xavier's College, Bro. James, Principal.
Louisville, University School, W. H. Tharp, Head Master.
Louisville, School for Boys, Davenport and Patterson, Principals.
Maysville, Private School, Fannie I. Gordon, Principal.
Middleburg, Normal College, J. S. Lawhorn, Principal.
Millersburg, Military Institute, C. M. Best, Principal.
Mt. Sterling, Goodwin's High School, M. J. Goodwin, Principal.
Nicholasville, Jessamine Institute, —— ——, Principal.
Nicholasville, School for Boys, T. B. Threlkeld, Principal.
Richmond, Madison Institute, J. W. McGarvey, Principal.
Stanford, —— ——, Principal.
Stanford, Male and Female Academy, O. B. Fallis, Principal.
Versailles, Training School, W. O. Vaught, Principal.
Versailles, Ashland Seminary, Miss Hogeboom, Principal.
Williamsburg, Williamsburg Institute, Dr. E. E. Wood, President.
Williamsburg, Williamsburg Academy, Prof. Hill, Principal.

Digitized by Google

Educational Department Y. M. C. A., George B. Hodge, Secretary.

Upon application, printed forms will be sent to the heads of schools who may desire to have them placed in the list of the accredited schools. These forms are to be filled out with an announcement of the courses of study and mailed to the Chairman of the Committee on Accredited Schools at the State College.

Only pupils from duly accredited schools will be admitted to the College without examination, and they must present a certificate from their superintendent or principal and it must bear the signature of the President of the State College.

Every pupil who completes an accredited course is entitled to a certificate attesting the fact, and heads of schools in the foregoing list will oblige the College Committee on Accredited Schools by sending promptly their recommendations for certificates and scholarships.

MANUAL LABOR.

The work necessary for carrying on the agricultural and horticultural operations of the College is done by the students, and is paid for at rates varying from six to ten cents per hour. Its design is two fold: To put in practice the instruction received in the class-room, and to assist students who are in need of money. The experience of this College is that of Agricultural Colleges generally—that compensated labor is not remunerative to the college.

The College assumes no obligation to furnish students an opportunity to labor for compensation.

Students are paid monthly for the service rendered, and apply the money as they see proper.

No student, however, should come to this College expecting to maintain himself exclusively by compensated labor. At least seventy-five dollars per annum, exclusive of his earnings while here, should be at the command of every student who wishes to avail himself of the advantages of the system of compensated labor.

CERTIFICATES OF CHARACTER.

All applicants for admission into any class of the College or Academy must bring satisfactory testimonials of good moral character.

THE MONITRESS.

The young women who attend the College have assigned for their exclusive use a large and well-appointed study-room. Here, while they are not engaged in the class rooms or in the chapel, they are under the constant and strict supervision of the Monitress, Mrs. Blackburn, who has long been connected with the College and is well qualified for her duties.

Digitized by Google

ENLISTMENT. OF CADETS.

By a resolution of the Faculty, approved by the Board of Trustees, no cadet of the State College is allowed to enlist in the State Guards.

RULES OF CLASSIFICATION.

1. No student shall be considered as belonging to a given class, unless he takes at least three studies selected in that class or in a higher.

2. No student shall pass into a higher class while he has to make up studies required of him in the preceding year.

3. Students may be permitted, by the Deans of their courses and the Professors with whom they take their major studies, to register for studies not more than one year in advance of their classification.

THE STATE COLLEGE SUMMER SCHOOLS.

FOR 1905.

These five schools, which offer more than thirty courses of instruction, through text-books, lectures and the best laboratories in the State, afford teachers, college students and those who are preparing for college, a rare opportunity for inexpensive study.

I. THE SCHOOL OF CHEMISTRY.

PROFEESOR KASTLE.

Courses Offered.—Historical and Theoretical Chemistry, taught by lectures and recitations, and the following taught chiefly by work in the laboratory; General Inorganic Chemistry, the Chemistry of the Metals, Qualitative and Quantitative Analysis, Organic Chemistry, and Chemical Research.

The courses will begin June 12th and end July 29th. Fee, $10 for each course.

II. THE SCHOOL OF PHYSICS.

PROFESSOR PENCE.

Courses 1.—A course in elementary text-book Physics, with lectures and recitations, fully illustrated by experiments. 2. A course in the laboratory, as given in Gage's Physical Experiments. 3. Properly prepared students may take more advanced work, either in reading and the lecture course, or in the laboratory, work corresponding to that of the Junior or Senior year of the College in Heating, Electricity and Magnetism.

Digitized by Google

The department has abundant apparatus and a good library.
The courses will extend from June 12th to July 21st.
Fee for course 1, $10; for course 2, $12; for both $20.

III. THE SCHOOL OF MECHANIC ARTS.

PROFESSORS ANDERSON AND FAIG.

Instruction will be given specially in Mechanical Drawing, Steam Engineering, Applied Electricity, Machine Design, Materials of Construction, Transmission of Force and Shop Work.

The courses are designed for Machinists, Carpenters, Metal Workers, Engineers, Firemen, Superintendents of Electric Light Plants or of public buildings having power plants, artisans of all classes, and especially for young men who intend to take up engineering, or for high school and other students who may wish to shorten or to lighten the work of the four years' course in college.

Students admitted without examination.
The session begins June 12th and ends August 15th. Fee $25.
For full information address the Registrar,

JOHN T. FAIG, Lexington, Ky.

IV. THE SCHOOL OF TEACHERS.

PROFESSOR MILFORD WHITE.

The Third Session will open June 7th and close July 20th.

The work is designed specially to prepare teachers for examination for the county certificate, the State certificate, and the State diploma.

A special examination for the State certificate will be held at the close of the term.

Teachers of long and successful experience will have charge of all the classes. Fee for the course $6.

For bulletin of information address the Director,

MILFORD WHITE, Lexington, Ky.

V. THE SCHOOL OF LIBERAL ARTS.

PROFESSORS DAVIS AND JONES.

The session extends from June 5th through two terms of six weeks each.
The purpose of this school is to help students—

1. Remove conditions from their work in the College.
2. Even up work neglected through irregular classification.
3. Shorten or lighten their work in the College.
4. Prepare for the entrance examination in September.
5. Review their studies in accredited schools.

The instruction embraces—

Digitized by Google

1. The College courses in Mathematics, Astronomy, English, Greek, Latin, French, German, Spanish and History.

2. The Academy courses in all the subjects preparatory to either year of the Academy or the Freshman class of the College.

Last summer instruction was given in all these subjects, and more than four-fifths of our students passed.

Students prepared for any college or university.

Fee for each subject, in advance, $7.50.

For bulletin of information, address,

J. MORTON DAVIS or T. T. JONES, Lexington, Ky.

SUMMARY (1903-1904.)

Collegiate Students	Scientific	Classical	Civ. Eng.	Mech. Eng.	Min. Eng.	Normal	Agricult	Class Totals
Post-Graduates	5	3	1	5	..	..	..	14
Seniors	19	18	12	20	1	5	1	76
Juniors	10	14	16	42	2	1	6	92
Sophomores	15	21	19	47	3	5	6	115
Freshmen	8	20	22	63	..	4	4	121
Totals	57	76	70	177	6	15	17	418

Students not regularly classified	4
Normal Students for the State Diploma	17
Normal Students for the State Certificates	36
Normal Students for the County Certificate	56
Normal Students in the Summer School	19
Mech. Eng. Students in the Summer School	19
Students of Physics in the Summer School	3
Students in the Academy	132
Academy Students in the Summer School	42
Total	364
Deduct students counted twice	50
Total on non-Collegiate students	314
Total of Collegiate students	418
Whole number of students	732

Digitized by Google

SUMMARY (1904-1905.)

Collegiate Students	Scientific	Classical	Civ. Eng.	Mech. Eng.	Min. Eng.	Normal	Agricult.	Class Totals
Post-Graduates	10	8	..	15	1	..	1	35
Seniors	8	10	11	29	2	..	4	64
Juniors	12	16	12	34	2	2	3	81
Sophomores	8	14	31	38	..	3	7	100
Freshmen	19	26	21	56	2	5	3	132
Department Totals	57	74	75	172	7	10	18	412

Collegiate students	412
Not regularly classified	1
Normal students	87
Students of the Academy	99
Students of the Summer Schools	106
Total	705

Department of Agriculture, Horticulture and Botany.

LEXINGTON, KY., October 21, 1905.

President James K. Patterson, LL. D.

Sir: In accordance with your request, I submit the following report of the Department of Agriculture, Horticulture and Botany for the biennial period from September, 1903 to June, 1905.

The enrollment in the several classes of this department for these two years has been as follows:

	1903-4.	1904-5.
Freshman, Botany, 1 term	26	33
Sophomore, Botany, general, 2 terms	27	21
Sophomore, Botany, systematic, 1 term	11	9
Junior, Botany, fall term, histol. and econ. bot.	6	6
Junior, Botany, spring term, Pl. Physiology	6	5
Senior, Botany, thesis	1	2
Post-graduate	1	1
Horticulture, 2 terms	10	4
Agriculture, 1 term	9	4
Soil Physics, special course by Mr. C. W. Dorsey, of the U. S. Dept. of Agriculture	15	not given
Wood working	not given	4
Total enrollment	112	89

Digitized by Google

As will be noted in the classification above, there appears to be a falling off in the number of students in this department for the year 1904-5. This, however, is more apparent than real, and is accounted for mainly by the fact that in the second of these two years no short winter course in agriculture was offered, and also because the special course given by Mr. Dorsey in 1903-4 was not repeated the following winter.

The work of the department has been conducted upon the same general plan as in the previous biennial period. The botanical studies are carried on mainly in the form of laboratory work, supplemented by lectures, recitations and written examinations.

The Freshman botany is arranged to correspond with the work usually given in high schools, and is not required of those students who have taken a satisfactory high school course.

The regular Sophomore work is begun with a study of the compound microscope, the student being given a preliminary course of instruction in the care and use of this instrument before applying it to his botanical work proper. The work of this year provides a rather comprehensive general survey of the entire plant kingdom, so arranged because many of the class do not continue their studies in botany beyond this year, and also because this plan secures a very satisfactory introduction to the subject for those who carry their work farther.

The studies of the Junior year include as their main subjects, the minute anatomy of plants, plant physiology, and economic botany.

On account of the very limited appropriations of the past two years, no large additions to the equipment could be made, the expenditures being mainly confined to the purchase of supplies and reagents for the regular routine work of the laboratory.

The department library has, however, been extended by the purchase of forty-nine volumes, and the advanced laboratory has been equipped with new tables at a cost of nearly one hundred dollars.

A special appropriation of $150 was granted to the department in January, 1905, for the establishment of a course in wood-working especially adapted to the needs of the agricultural students. Temporary quarters for this work were provided in the basement of the natural science building, and it is planned to make this work a distinct feature of the Agricultural course.

Respectfully submitted,

CLARENCE W. MATHEWS.

LEXINGTON, KY., November 1, 1905.

President James K. Patterson, State College of Kentucky, Lexington, Ky.

My Dear Sir: I have the honor to herewith submit to you, as Dean of the School of Mechanical and Electrical Engineering of the State College of Kentucky, a report to be incorporated in your report to the Superintendent of Public Instruction, for the two years beginning July 1, 1903, and ending July 1, 1905, together with a statement of the number of students matriculated in this department at the beginning of the fall term, 1905.

Digitized by Google

MATRICULATES.

During the college year, 1903-4, the matriculates in the department were distributed as follows:

Seniors, 20; Juniors, 42; Sophomores, 49; Freshmen, 70; during the college year, 1904-5, the matriculates were as follows:

Seniors, 29; Juniors, 34; Sophomores, 38; Freshmen, 56; at the beginning of the year, 1905-6, the matriculates are as follows:

Seniors, 30; Juniors, 20; Sophomores, 51; Freshmen, 46.

COURSE OF STUDY.

The curriculum of this department has an individuality that stands out prominently before the educational world. In most of the older courses of study a hard and fast line has been drawn between electrical and mechanical engineering. Many courses in electrical engineering make good electricians, but not first-class engineers. Many schools develop good steam engineers, who are totally deficient in the electrical end of engineering.

It is the purpose of this school to give young men a broad training in dynamic engineering, so that when they leave this institution they may take up any branch of engineering relating to the design, construction and operation of steam, electric, gas, pneumatic or hydraulic machinery. They have a splendid foundation for carrying on any work in the design of machine tools and special machinery. All phases of power transmission and the application of machines to industrial work are so intimately associated that it is very necessary in the training of a mechanical engineer to give him such a broad foundation upon which to build his engineering structure that he may be able to take up any branch of mechanical engineering and build a successful engineering career upon the foundation that he has received in college.

It is a mistake to specialize too severely in under-graduate courses in engineering. No engineering school can make an efficient engineer, any more than a law school can graduate a lawyer thoroughly versed in all lines pertaining to his profession.

The engineering schools simply constructs the foundation; the superstructure must be erected by the man's own application and experience after leaving college. Comprehensive courses in analytical mechanicss, strength of materials and mechanical drawing, have enabled graduates to take up architectural work. It has been the aim of this school to present such a course of study that will prove efficient as a basis for any line of engineering work, and the success that has been attained by graduates of Kentucky State College, in the commercial engineering world, is a tribute to the efficiency of the Kentucky School of Mechanical and Electrical Engineering.

The course of study carried on in the School of Mechanical and Electrical Engineering has not been modified for several years, with the exception that subjects have been presented each year, as the development in the science of mechanical engineering warranted. The course of study in this de-

Digitized by Google

SCHEDULE OF STUDIES FOR THE DEGREE OF B. M. E.

	First Hour.	Second Hour.	Third Hour.	Fourth Hour.	Fifth Hour.	Afternoon 2:45 to 5:00.	Saturday A. M. 9:00 to 12.	Term
Freshman Year.	English.	Trigonometry.	Model and Object Drawing.	Woodwork Machine Design.	Drill.	Shop Woodwork Bench, Lathe.	Shop Woodwork Bench, Lathe.	1
	English.	Solid Geom.	Physics.	Pattern Making Foundry Draw'g.	Drill.	Pattern Making Foundry.	Pattern Making.	2
	English.	Algebra.	Physics.	Mech. Drawing.	Drill.	Pattern Making Foundry.	Pattern Making.	3
Sophomore Year.	Analyt. Geom.	Chemistry.	Elem. Design.	Physical Lab.	Drill.	Iron and Steel Forging.	Iron and Steel Forging.	1
	Analyt. Geom.	Surveying.	Metallurgy.	Descr. Geom.	Drill.	Machine Work.	Descriptive Geom. Drawing.	2
	Analyt. Geom.	Elem. Design.	Calculus.	Descr. Geom.	Drill.	Machine Work Surveying.	Descriptive Geom. Drawing.	3
Junior Year.	Elementary Electricity.	Mechanics of Materials.	Calculus.	Kinematics Theory of Machine Design.	Drill.	Kinematic Drawing Machine Design.	Kinematic Drawing.	1
	Electrical Design	Analytic Mechanics.	Calculus.	Dynamo Electric Machinery.	Drill.	Chemical Laboratory.	Machine Design.	2
	Dynamo & Motor Design.	Graph. Statics.	Analytic Mechanics.	Dyn. Elec. Mach. Theory of Machine Design.	Drill.	Machine Design Electrical Lab.	Machine Design. Electrical Lab.	3
Senior Year.	Thermodynamics Hydraulics.	History.	Alter. Currents. Dyn. Mot. Design.	Valve Gears Steam Boilers.	Library.	Valve Design Electrical Lab.	Steam Laboratory	1
	Alter. Currents Power Plant.	History.	Steam Engine Design.	Dynamometers Pumps.	Library.	Valve Design Dyn. Mot. Design.	Steam Laboratory.	2
	Thesis.	Polit. Economy.	Photography.	Thesis.	Library.	Thesis.	Thesis.	3

FIRST TERM, SEPT. 8 TO DEC. 23. SECOND TERM, JAN. 3 TO MARCH 10. THIRD TERM, MARCH 13 TO MAY 31.

Digitized by Google

partment is shown by the accompanying tabulation. The character of work of the students the last two years, has been very superior to that ever done before, due to the enforcing of the faculty regulations, pertaining to this department, that no student be allowed to enter the Senior year with a condition in any subject; and that no student be allowed to enter the Junior year with but one condition, and that due to a failure; and that no student be allowed to enter the Sophomore year with but one condition, due to a failure, the standard of work in all classes has been very much raised. This rule has been the means of weeding out inferior material which undoubtedly is always an important element in determining the standard of any class work.

CLASSES TAUGHT BY INSTRUCTORS.

During the year 1903-4 those classes relating to mechanical engineering in its proper sense, were taught as follows:

CLASSES TAUGHT BY F. PAUL ANDERSON.

(1) Steam Engineering.
(2) Valve Gears.
(3) Steam Engine Design.
(4) Steam Laboratory Work.
(5) Valve Gear Design.
(6) Steam Boilers (Theory).
(7) Steam Boiler Design.
(8) Gas and Oil Engines.
(9) Thesis Supervision.

CLASSES TAUGHT BY JOHN T. FAIG.

(1) Strength of Materials.
(2) Theory of Machine Design.
(3) Machine Design (Drawing Room).
(4) Analytical Mechanics.
(5) Kinematics.
(6) Freshmen and Sophomore Drawing.
(7) Supervision of Machine Shops.
(8) Testing of Materials of Construction.
(9) Dynamometers and Measurements of Power.

CLASSES TAUGHT BY A. R. SAWYER AND A. M. WILSON.

(1) Electro-Dynamic Machinery.
(2) Dynamo and Motor Design.
(3) Alternating Currents.
(4) Dynamo and Motor Testing.
(5) Descriptive Geometry Drawing.

Digitized by Google

(6) Junior Electrical Design.
(7) Electrical Laboratory.
(8) Senior Electrical Design.
(9) Supervision of Electrical Theses.

CLASSES TAUGHT BY L. K. FRANKEL.

(1) Four hours each day in the Wood Shop in charge of wood work and pattern making.
(2) Two hours each day in charge of Freshmen Drawing.
(3) Bench Work in wood. (Theory).
(4) Theor yof Pattern Making and Foundry Practice.
(5) Theory and Practice of Photography.

CLASSES TAUGHT BY JOSEPH DICKER.

(1) Classes in Foundry Practice.
(2) Classes in Forge Shop.
(3) Assistant Instructor in Machine Shop.

The following work has been carried on by Mr. T. W. Freeman:

(1) Instructor in Machine Shop Classes.

Remus Payne, Assistant in the Steam and Electrical Engineering Laboratory.

During the year 1904-5, classes pertaining to mechanical engineering taught by the various instructors were as follows:

CLASSES TAUGHT BY F. PAUL ANDERSON.

(1) Steam Engineering.
(2) Valve Gears.
(3) Steam Engine Design.
(4) Steam Laboratory Work.
(5) Valve Gear Design.
(6) Steam Boilers (Theory).
(7) Steam Boiler Design.
(8) Gas and Oil Engines.
(9) Thesis Supervision.

CLASSES TAUGHT BY JOHN T. FAIG.

(1) Strength of Materials.
(2) Theory of Machine Design.
(3) Machine Design (Drawing Room).
(4) Analytical Mechanics.
(5) Kinematics.
(6) Testing of Materials of Construction.
(7) Dynamometers and Measurement of Power.

Digitized by Google

CLASSES TAUGHT BY A. M. WILSON.

(1) Elementary Electrical Engineering.
(2) Electro-Dynamic Machinery.
(3) Alternating Currents.
(4) Dynamo and Motor Testing.
(5) Junior Electric Design.
(6) Electrical Laboratory.
(7) Senior Electrical Design.
(8) Supervision of Electrical Theses.

CLASSES TAUGHT BY L. E. NOLLAU.

(1) Four hours each day in the Wood Shop in charge of Wood Work and Pattern Making.
(2) Bench Work in Wood. (Theory).
(3) Theory of Pattern Making and Foundry Practice.
(4) Descriptive Geometry Drawing.
(5) Theory and Practice of Photography.

CLASSES TAUGHT BY JOSEPH DICKER.

(1) All classes in Foundry Practice.
(2) All classes in Iron and Steel Forging.
(3) Supervision of Machine Shop.

CLASSES TAUGHT BY T. W. FREEMAN.

(1) Four hours a day teaching Freshman Mechanical Drawing.
(2) Instructor in Machine Shop Classes.

M. A. Doyle in charge of the apparatus in the experimental and steam laboratories.

GRADUATES AND TITLES OF THESES.

In June, 1904, the following theses were presented by graduates:

FOR THE DEGREE OF MECHANICAL ENGINEERING.

George Frederick Blessing, Development of Shop and Drawing Room Courses for Technical Schools.

Samuel Archibald Bullock, Design for High Speed Passenger Service in the New York Subway, an Electric Motor Truck to carry on the Center Plate 28,000 pounds.

Frank Garfield Cutler, Duty Trials of Nordberg Pumping Engine. Central Pumping Station, Illinois Steel Company, South Works, Chicago, Illinois.

Frank William Milbourn, Design and Discussion of 500 Horse Power, Simple Non-Condensing Corliss Engine.

Digitized by Google

Joseph Franklin Musselman, A system of Oil Piping for Specific Supply of Motive Power.

Perry West, Power Plant Piping.

FOR THE DEGREE OF BACHELOR OF MECHANICAL ENGINEERING.

Robert Clark Butner, Design of an Arc Light Blue Printing Apparatus.

Edward Thomas Dowling, The Construction and Testing of a Rotary Gas Engine.

Martin Augustus Doyle, Eugene Gilliland, — Design of a Power Plant, Lighting System and Electric Street Railway for the city of Lexington, Ky.

Orville Kirk Dyer, A Study of Four Cycle Gas Engine Performances, with Special Reference to Amount of Compression before Ignition.

William Edwin Freeman, Carroll Hanks Gullion, — Design of a Heating, Lighting and Power Plant for the New Office Building of the Security, Trust and Safety Vault Company, Lexington, Ky.

Henry Skillman Fry, The Design of an Experimental Laboratory for the State College of Kentucky.

Styles Trenton Howard. Emerson Everett Ramey, — A Series of Passenger Engine Road Tests on the Cincinnati Southern between Cincinnati, O., and Somerset, Kentucky.

Patrick Owen Hunter, Hampton Wallace Johnston, — Duty Test of Lebanon Water Works Company's Pumping Plant.

Alexander Lewis Jenkins, A Discussion of the Appliances Used in the Positive Transmission of Power.

Frank Yarbrough Johnson, Design of a Transmission Dynamometer.

Charles Aloysius Matlack, A Design of a Factory and Equipment for the Manufacture of a Line of Drill Presses.

John Eve Matthews, The Design of an Electric Interurban Road between Versailles and Frankfort.

James Simeon McCauley, An Investigation of the Development of the Shaft Governor for Steam Engines.

Louis Edward Nollau, The Design of a Heating and Lighting Plant for a Modern Steel Construction Building.

Clair Porter St. John, A Study of the Development of Electric Railways.

Clifton Carr Stackhouse, A Comparison of the Webster and Paul Systems of Steam Heating.

In June, 1905, the following theses were presented by the men as shown below, for the degrees indicated:

Digitized by Google

FOR THE DEGREE OF MECHANICAL ENGINEERING.

Lewis Winn Martin, The Evolution of the Modern Freight Car.

Edward Clinton Evans, Electrically Welded Street Railway Joints.

Garnett Rosel Klein, The Arrangement of Louisville and Nashville Railroad Power Station piping.

William Edward Pulverman, The Commercial Efficiency of the Finer Anthracites.

Howard Aubrey Hoeing, A 35 Ton Plate Ice Plant as Erected for the Cataract Ice Company at Niagara Falls, New York, by the Triumph Ice Machine Company, Cincinnati, O.

Fleeman Coffee Taylor, Measurements of Blast Furnace Gas by Means of Venturimeter and Pitometer.

Wallace Hoeing, Proposed Plans and Specifications for Machinery and Pipe Work to be Installed in the Power Plant of the United States Naval Station, New Orleans, La.

Herman Creel Heaton, Efficiency Test of Power Plant Equipment for the Cincinnati Gas and Electric Company.

Joseph Buckley Wilson, Design, Construction and Cost of Direct Current Switch Boards.

FOR THE DEGREE OF BACHELOR OF MECHANICAL ENGINEERING.

G. H. Gilbert, A Study of the Water Pumping Stations along the Cincinnati Southern Road between Cincinnati and Somerset, Ky., to Determine Relative Cost of Pumping Water by Steam and Gasoline Pumps.

F. H. Darnall, to Complete the Design and Construction of a Four Pole Shunt Motor.

W. H. Grady and C. W. Ham, Efficiency Test of Georgetown Water, Gas, Electric and Power Co's. Plant.

J. F. Shipp, Design of a Hydro Carbon Steam Prime Mover.

B. Thomas and A. D. Murrell, a Study of the Economy of 50 H. P. Multitubular Boiler, with Different Ratios of Grate Area to Heating Surface.

K. F. Adamson and H. G. Edwards, a Series of Comparative Tests Conducted on the Frisco System, between a Simple Locomotive, an Alfree-Hubbell Locomotive and a Vauclain Four Cylinder Locomotive, all of the same class.

F. Johnston, Photography as an aid to Engineering.

H. J. Tomlinson, the Design of a Suction Gas Producer Plant to supply three 1,000 H. P. Gas Engines.

H. L. Prather and H. H. Urmston, an Experimental Study of the plant of the Cynthiana Electric Light Company, Cynthiana, Ky.

W. J. Payne, Design of a Power Plant of 50,000 K. W. Capacity, using Steam Turbines, including Buildings, Boilers Equipment, Turbine Layout, Generators and Switch Board.

C. B. Owens and W. G. Layson, Design of Power Plant to handle the Electric Load of a city of 30,000 inhabitants, including Private and Street Lighting, Power and Current for 30 Miles of Interurban Service.

Digitized by Google

V. D. Roberts and S. M. Morris, a Study of the Effect of Different Coals on Locomotive Economy, as shown by tests on the Cincinnati Southern Road.

L. E. Baumgarten and C. A. Bickel, the Design of a Power Plant of 50,000 K. W. capacity. Source of Power to be the Gas Engine. The Problem to Include the Design of the Buildings, the Gas Producer Plant, Switch Board and all connections, and a selection of Gas Engines, Generator Layout and Storage Battery Plant.

J. B. Sprake, The Building and Testing of a Rotary Converter.

H. P. Ingels, A Study of the Various Commercial Gas Producer Systems.

H. M. West, An Investigation of the Actual Performance of Piping Systems Under Service, with Particular Attention to Expansive Movements and their Attending Stresses in the Pipe. Work done in the Water Side Station, of the New York Edison Company, New York City.

C. R. Wallis and E. A. Kline, A Study of the Power Required to Haul Passenger Trains on Cincinnati Southern between Cincinnati, Ohio, and Somerset, Ky.

M. W. Powell, Design of Machine Shop and Equipment for the Manufacture of a Line of Stationary Engines.

A. Akin, A Study of the Engineering Factors of Architectural Design.

TRIPS OF INSPECTION.

The annual inspection trips for junior students, were made during the two years under the direction of Prof. John T. Faig; the objective points were Cincinnati, Dayton and Hamilton.

The Senior trips for two years were under the direction of the undersigned in 1904, and under the direction of Prof. A. M. Wilson, and the undersigned in 1905; the objective points were, Lafayette, Indiana, Chicago, Illinois, Milwaukee, Wisconsin.

These inspection trips are of inestimable value to the Junior engineering student just before beginning his final work in machine design, which consists of the complete development of a machine tool and the students are privileged to visit some of the largest machine building establishments in the country.

The Seniors just before taking up the discussion of a comprehensive thesis problem pertaining to power transmission or development, are given many practical illustrations of the current practice pertaining to the great surface and elevated railroads and manufacturing power stations, which are characterstic engineering features of a great city.

POSITIONS FOR SENIORS.

Never in the history of mechanical and electrical engineering in this institution has there been such evidence of the standing of the State College of Kentucky in the engineering world, as has been shown during the last two years.

In June, 1904, there were forty-two places available for the twenty Seniors graduated. In June, 1905, there were seventy-two places that could have been filled had there been sufficient number of graduates from

Digitized by Google

the department; this condition, however, gave the twenty-seven men splendid opportunity to select just that sort of work which was most congenial, and for which they were best adapted.

As an illustration of the firms the graduates in mechanical and electrical engineering found employment with, immediately after graduation, the following statistics from the class of 1905 will prove of interest.

The graduates of last year's class were employed by the following institutions:

Keith Frazee Adamson, Allis-Chalmers Company, Milwaukee, Wisconsin.

Allison Akin, Western Electric Company, Chicago Illinois.

Louis Erwin Baumgarten, Illinois Steel Works, Chicago. Illinois.

Charles Alfred Bickel, Bullock Electric Company, Cincinnati, Ohio.

Edgar Allen Cline, Baldwin Locomotive Works, Philadelphia, Pennsylvania.

Frank Hendrick Darnall, Westinghouse Electric and Manufacturing Company, Pittsburg, Pennsylvania.

Harry Griswold Edwards, General Electric Company, Schenectady, New York.

George Hubbard Gilbert, Western Electric Company, Chicago, Illinois.

William Henry Grady, Atlas Engine Works, Indianapolis, Indiana.

Clarence Walter Ham, Instructor in Mechanical Engineering, State College of Kentucky, Lexington Kentucky.

Howard Payne Ingels, American Car and Foundry Company, Berwick, Pennsylvania.

William George Layson, Atlas EngineWorks, Indianapolis, Indiana.

Stewart Minor Morris, Fairbanks, Morse & Co., Beloit, Wisconsin.

Artemas Denman Murrell, Fairbanks, Morse & Co., Beloit, Wisconsin.

Charles Beland Owens, American Car and Foundry Company, Berwick, Pennsylvania.

Harry Logan Prather, Instructor in Mechanical Engineering, University of Nevada, Reno, Nevada.

William Johnson Payne, Instructor in Mechanical Engineering, University of Pennsylvania, Philadelphia, Pennsylvania.

Max West Powell, Fairbanks, Morse & Comapny, Beloit, Wisconsin.

Virgil Dickey Roberts, Atlantic and Birmingham Construction Company, Talbotton, Georgia.

Joel Fithian Shipp, Bullock Electric Company, Cincinnati, Ohio.

Hugh Joseph Tomlinson, Westinghouse Electric Company, Pittsburg, Pennsylvania.

Bennett Thomas, Signal Department, C. S. R. R., Lexington, Kentucky.

Henry Howard Urmston, Southern Engine and Boiler Works, Jackson, Tennessee.

Charles Rees Wallis, New York, New Haven and Hartford Railroad, Norwood, Massachusetts.

Howard Murphy West, New York Edison Company, New York City.

Digitized by Google

EFFICIENCY OF INSTRUCTORS.

It is my pleasure to say that I believe there is no engineering school in the country that has at the present time a more efficient corps of instructors. Every man is energetic, enthusiastic and thoroughly proficient, in his work. A spirit of activity pervades the department and a large percentage of the students put in much more time than is required of them.

The students seem to find their greatest pleasure in the work pertaining to their college course. The department hours are from eight in the morning until five o'clock in the afternoon; the work of every student is laid out so that he will have no vacant hours during this time.

THE DEMAND FOR ADDITIONAL BUILDINGS AND EQUIPMENT.

A critical period has been reached in the development of the School of Mechanical and Electrical Engineering. It can not be disputed, but that the greatest possible use has been made of the facilities that have been provided for training young men in mechanical and electrical engineering. By teaching young engineers to work faithfully and persistently on the subjects contained in this College course, we have been able to graduate individuals who have proven highly efficient in the engineering world, but there are decided limitations in the process of training young engineers without adequate material facilities. While other prominent engineering schools throughout the country during the last few years have been receiving thousands of dollars for betterments, we have been compelled to do with only sufficient support for operating expenses of the department, and for several years, we have added practically nothing to our equipment. A nucleus for a great engineering school has been formed, but it is evident that unless a large amount of money is secured for putting our plant on a more modern basis, we will be seriously handicapped in competing with the work that is being done in those schools where hundreds of thousands of dollars have been spent on engineering buildings and equipment.

A number of views are here presented showing Mechanical Hall, and the general arrangements of drawings, rooms and laboratories.

Yours respectfully,

F. PAUL ANDERSON.

LEXINGTON, KY., October 18, 1905.

President James K. Patterson,

Dear Sir:—Below is a statement of number of students in attendance and studies taught in the School of Civil Engineering, at State College of Kentucky:

Digitized by Google

FOR YEAR ENDING JUNE, 1904.	STUDENTS.
Drawing.—Freshmen and Sophomore	40
Surveying.—Land, Topographic, Railroad and Geodetic	101
Roofs and Bridges.—Juniors	71
Stone Cutting.—Juniors	10
Hydraulics.—Seniors	33
Construction.—Seniors	10
Sanitary Engineering.—Seniors	10
Thesis.—Seniors	10

FOR YEAR ENDING JUNE, 1905.	STUDENTS.
Drawing.—Freshman and Sophomore	46
Surveying.—Land, Topographic, Railroad and Geodetic—Junior	100
Roofs and Bridges.—Juniors	64
Stone Cutting.—Juniors	12
Hydraulics.—Seniors	41
Constructions.—Seniors	10
Sanitary Engineering.—Seniors	10
Thesis.—Seniors	10

Respectfully submitted,

JOHN P. BROOKS, DEAN, C. E.

LEXINGTON, KY., October 31, 1905.

President J. K. Patterson.

Dear Sir:—I beg to submit the following report concerning the progress in the department of Modern Languages during the biennial period just past:

Instruction in first and second year German has been given as usual The enrollment in both classes has increased about fifteen per cent., the elementary class of sixty students and more, having to be taught in two sections. There has also been a slight increase in the demand for instruction in advanced German, as a minor study of graduates.

The elementary class in French now numbers about forty, while the second year, being required only in the classical course, is taken by about the same number of students as before (ten or twelve.)

The class in Spanish had a large enrollment, both this year and last. Engineers, particularly, who are in the unfortunate position of not being able to study modern languages in their own courses, show a preference for this subject.

The results attained by these classes, and the percentage of students who attained a creditable proficiency have been entirely satisfactory in our judgment.

An appropriation by the Board of Trustees has now placed the necessary additions to the library within our reach, and a proper equipment of our

Digitized by Google

main class-room, a desideratum of long standing, has also been ordered. The increasing importance of a knowledge of German, French and Spanish in the various professions will soon make further changes in this department desirable, among them a requirement of a two years' course in German as an entrance condition to the College proper. This again would necessitate providing for the teaching of this branch in the Academy.

It is to be hoped that a step in this direction may be taken next year.

Yours very respectfully,

P. WERNICKE, Professor of German and French.

DEPARTMENT OF PHYSICS.

PROFESSOR PENCE.

EQUIPMENT AND FACILITIES.

The Department of Physics occupies three rooms in the basement of the main College building. The principal lecture room is eighteen feet, by forty-four feet. The laboratory is twenty-four feet by thirty feet. The third room is twenty-four feet long by thirty feet, and is used for both lecture and laboratory work. These rooms are furnished with seats, cases for apparatus, working tables, electricity, gas, water and drainage. One table is on piers. There is also a dark room.

The equipment of apparatus for experimental and demonstrative work is worth about $3,000. Some of the better pieces are a Geissler mercury air-pump, delicate balances, a *Societe Genevoise* spectrometer, a Michelson interferometer, fine wheatstone bridges and resistance sets, galvanometers, magnetometer, voltameters, voltmeters, ammeters, standard mica condenser, a motor-generator, with normal output of twenty amperes under twenty-five volts, a storage battery, with normal output of ten amperes under twenty-five volts, a fine X-ray outfit with a fifteen inch spark induction coil from Queen & Co.. There is also a good library, which contains some of the best standard works on Physics, and some of the best current literature.

COURSE IN PHYSICS.

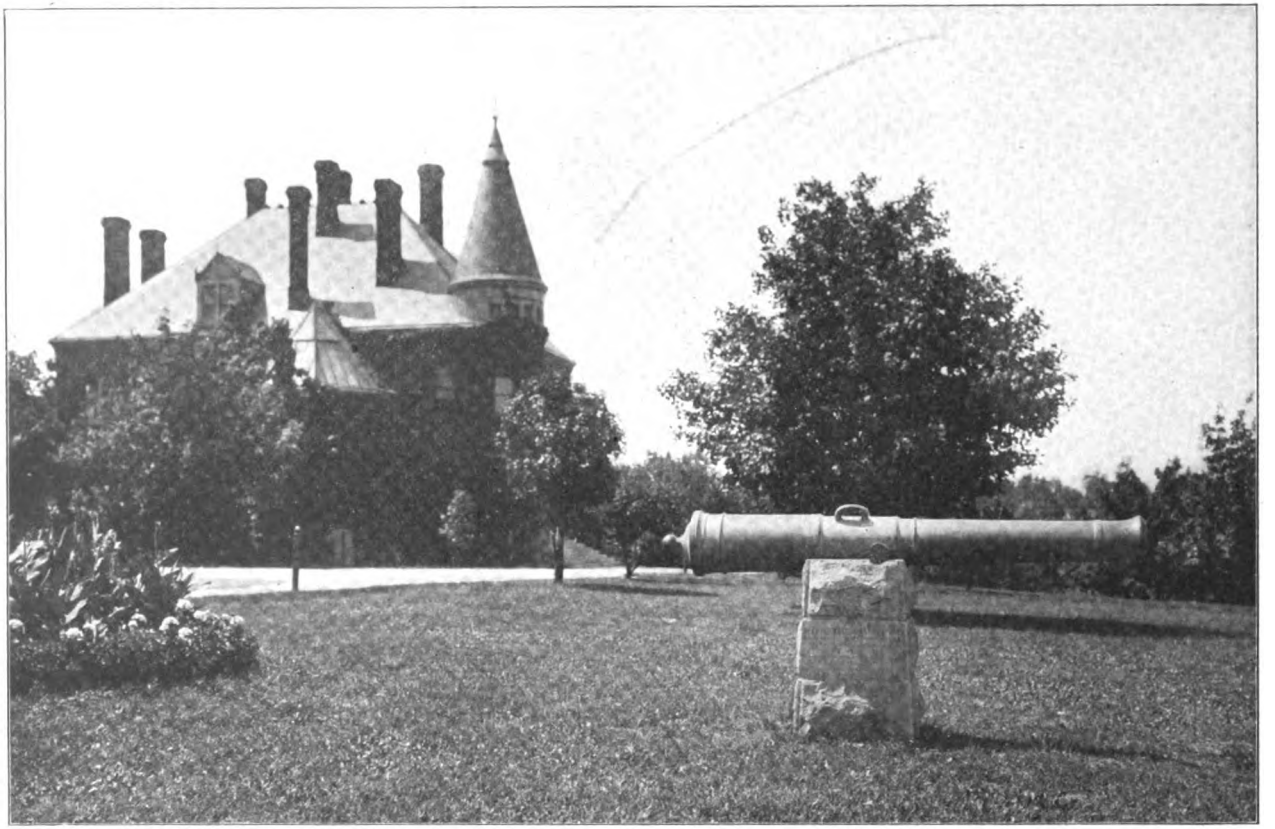
The course in Physics is offered to those who may find in its schedule of studies lines of work which pursued will enable them to enter successfully on some life profession. It is intended for those whose natural tastes and abilities lead them to pursue such studies, as well as for those who wish to teach Physics, or to do other work in physical science. In the present highly, scientific age, great developments are being made in physical science, and those who are best able to utilize physical resources, are those who are best able to recognize physical laws and accurately interpret physical phenomenon.

The Course in Physics is as broadly scientific as the conditions under which it exists will allow. Three years are devoted to Theoretical and Ex-

Digitized by Google

LIBRARY
OF THE
UNIVERSITY
OF

Digitized by Google

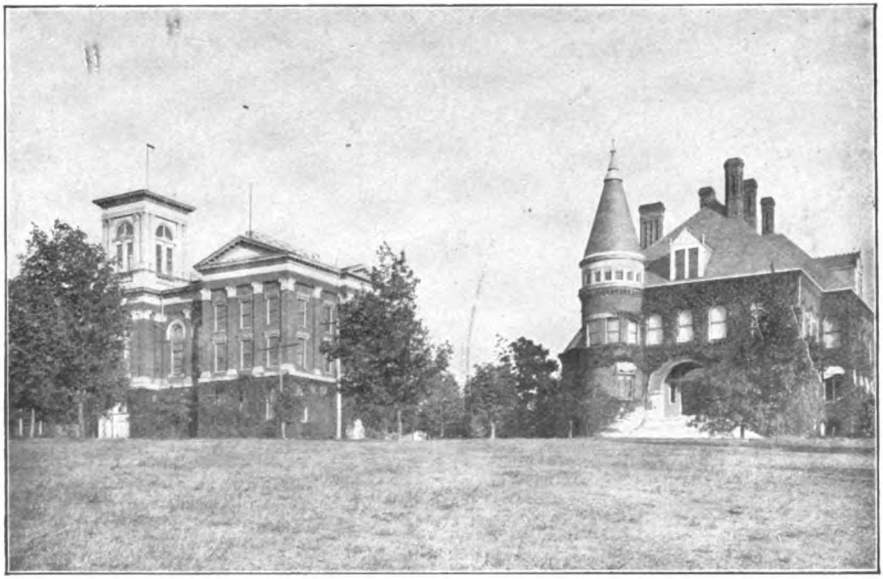


SPANISH CANNON AND CHEMISTRY BUILDING.

Digitized by Google



Digitized by Google



MAIN BUILDING. CHEMISTRY BUILDING.

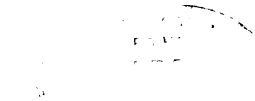
Digitized by Google

Digitized by Google

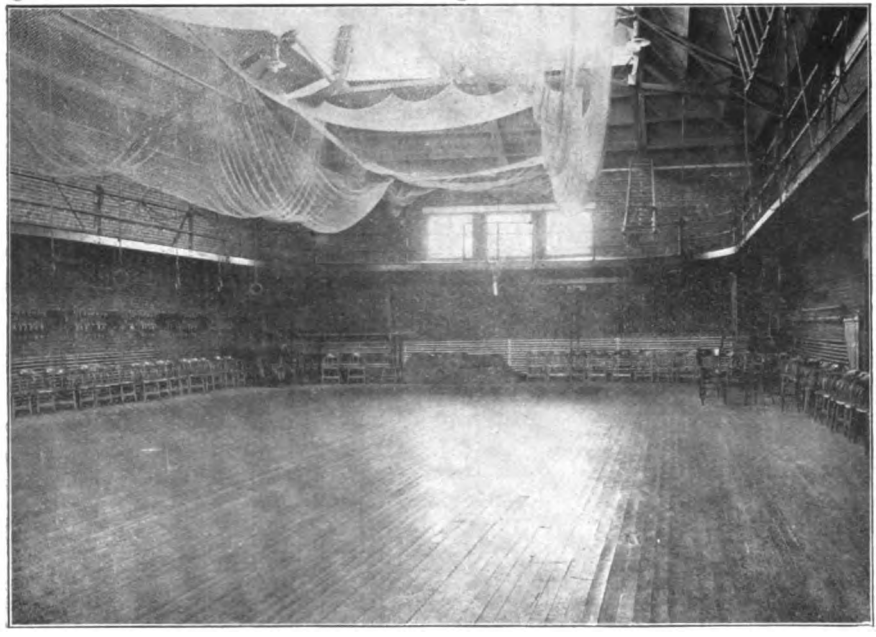


ALUMNI HALL.

Digitized by Google



Digitized by Google



INTERIOR GYMNASIUM.

Digitized by Google



LIBRARY (MECHANICAL AND ELECTRICAL ENGINEERING).

Digitized by Google

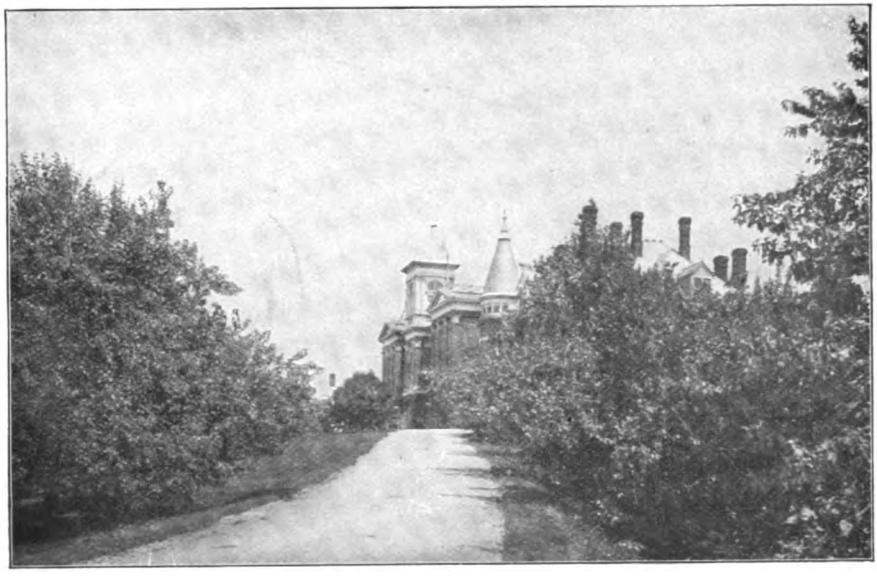
Digitized by Google



PATTERSON HALL (GIRL'S DORMITORY).

Digitized by Google

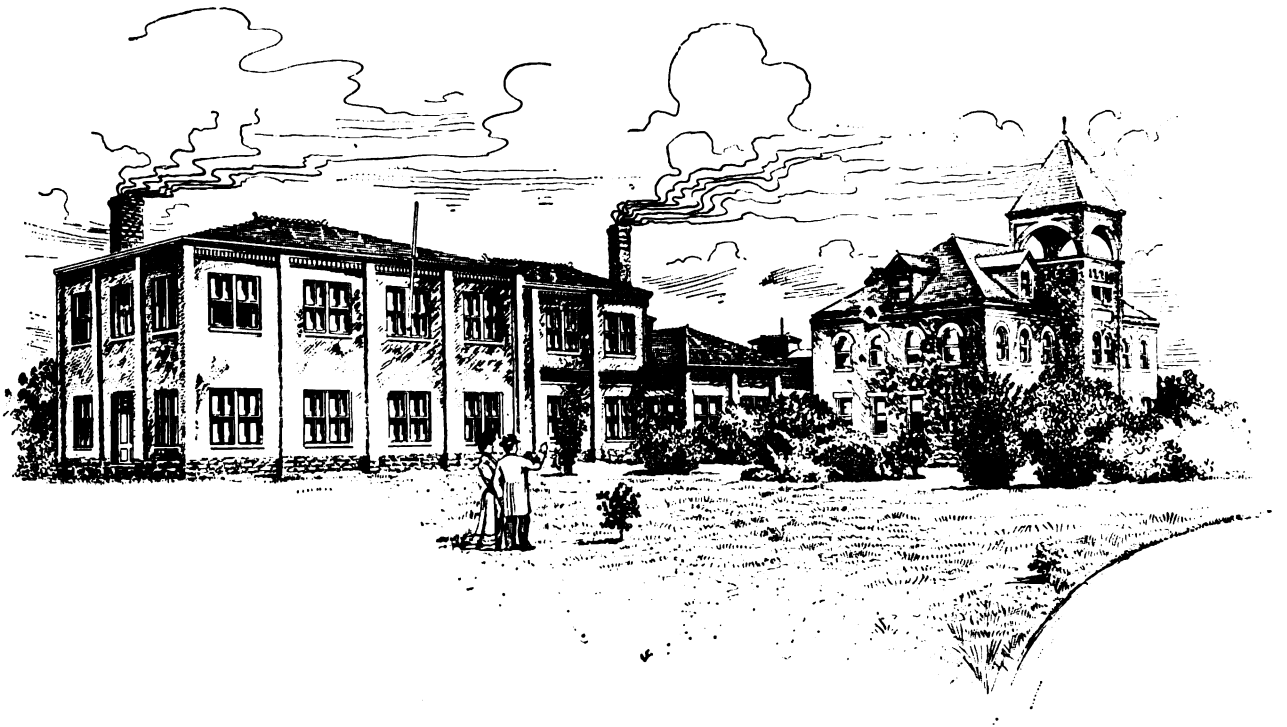
Digitized by Google



THE SOUTH DRIVE.

Digitized by Google

Digitized by Google



MECHANICAL HALL.

Digitized by Google



Digitized by Google

perimental Physics; three and one-half to Mathematics and Astronomy, two to English, two to German, and one each to Chemistry, Physiology, Botany and French. One year is given to History and Political Economy, and one to Mental and Moral Philosophy. Four months are assigned to Zoology, and four to Geology.

INSTRUCTION.

FRESHMAN.

Second and Third Terms.—Text-book, twenty weeks, one hour daily, for all students in engineering.

Text-book.—Gage's Elements of Physics.

SOPHOMORE.

First Term.—Text-book, fifteen weeks, one hour daily. For students in Pedagogy, Agriculture and in the Science courses.

Text-book.—Carhart and Chute's High School Physics.

Laboratory.—Fifteen weeks, one hour daily. Elementary Experiments in the Mechanics of Solids, Liquids and Gases, and in Heat. For all students in Engineering.

Text-book.—Gage's Physical Experiments.

Second Term, Laboratory.—Ten weeks, one and one-half hours daily. (1) Experiments in sound, light, electricity and magnetism. For students in mining engineering. (2) Experiments in the mechanics of solids, liquids and gases, and in heat. For students in pedagogy and in the science courses.

Text-book.—Gage's Elements of Physics.

Second and Third Terms, Text-book.—Twenty weeks, one hour daily. For students in the arts courses.

Text-book.—Gages Elements of Phiysics.

Third Term, Laboratory.—Ten weeks, one and one-half hours daily. Experiments in sound, light, electricity and magnetism. For students whose major study is anatomy and physiology, pedagogy, chemistry or physics.

Text-book.—Gage's Physical Experiments.

JUNIOR.

First Term, Text-book and Lectures.—Fifteen weeks, one hour daily. Electricity and Magnetism.*

Text-book.—S. P. Thompson's Electricity and Magnetism.

Second Term, Text-book and Lectures.—Ten weeks, one hour daily. Heat.*

Text-book.—Cumming's Heat.

Second and Third Terms, Laboratory.—Twenty weeks, one and one-half hours daily. Physical measurements, in mechanics, sound and heat.*

Text-book.—Sabine's Physical Measurements.

Third Term, Text-book and Lectures.—Ten weeks, one hour daily. Light.*

Text-book.—Glazebrook's Light.

*For students whose major study is Physics.

Digitized by Google

SENIOR.

First Term, Laboratory.—Fifteen weeks, one and one-half hours daily. Physical measurements in light, electricity and magnetism.*

Text-book.—Sabine's Physical Measurements.

Second and Third Terms, Thesis.*

---

*For students whose major study is Physics.

LEXINGTON, KY., October 19, 1905.

President James K. Patterson, State College of Kentucky,

Dear Sir:—I have the honor to submit herewith the biennial report of the Normal Department of the State College of Kentucky for the years, 1903-1904 and 1904-1905.

This department includes both the Normal School proper and the Collegiate Department of Pedagogy.

The Normal School was established in 1880 for the purpose of preparing teachers for the public schools of the State—a work worthy of the best efforts of Kentucky's ablest teachers.

During the quarter of a century that this department has existed it has educated hundreds of teachers and sent them broadcast over the State and into public schools of almost every community. Since the teacher's influence is not limited to the community in which he teaches nor to the generation of the pupils who enter his school, therefore, we believe that the work already done in this department has been beneficial to every section of the State, and that generations yet to come will feel its influence.

The normal school proper offers three courses of study, each designed for a specific purpose. The first, contains all the work necessary to prepare teachers for first class county certificates and gives such additional instruction in the theory and practice of teaching as will be of use to teachers in the rural schools. The second course prepares teachers for State certificate and emphasizes the pedagogy of the graded schools of villages and small towns. The third course prepares teachers for the State diploma and makes them familiar with the pedagogical problems of the high school.

The collegiate department of pedagogy was established in 1886, and contains four years' work leading to the degree of B. Ped. The requirements for entrance to the Freshman class of this course are as high as those for other courses of the College. This course extends over a broad field, embracing higher mathematics, Latin, German, English, history, philosopny, pedagogy and the sciences including physiology, physics, chemistry, botany, zoology and geology. It prepares teachers for positions as city superintendents, high school principals, or college professors.

Students in the normal department enjoy all the privileges of the gymnasium and scientific laboratories of the College the same as other students do, being admitted on the same conditions. They also receive instruction from the professors in all the main departments of the College,

Digitized by Google

and in this way they come into contact with teachers of high rank, who represent the thought and methods of many of the best universities, both in America and in Europe. On the faculty of the department of pedagogy are professors who have taken honors at Cornell, Princeton, Johns Hopkins, Guttingen, and Glasgow. Students who are instructed by such teachers not only obtain a thorough scholarship, but get a broad conception of education and imbibe the very best methods of teaching.

We are glad to note that this method of training teachers in normal schools connected with universities is growing more popular every year. This plan which has proved so satisfactory at Columbia University has spread throughout this country, and now a great many of our State universities have their normal schools or departments of pedagogy. The system has also crossed the Atlantic and been received with applause in Europe. In 1904, France combined her normal schools with the University of Paris, and now those who are preparing to teach must be taught by the professors in the university as well as by those in the normal schools. The reason assigned by the French authorities for this change was that it would produce teachers of more thorough scholarship, of more liberal culture, and of greater professional ability.

STATISTICS.

1903-1904.

Number of students entered in the county certificate course	56
Number of students entered in the State certificate course	36
Number of students entered in the State diploma course	17
Number of students entered in the B. Ped. course	15
Number of students entered in the Summer school of 1904	29
Total	153

1904-1905.

Number of students entered in the county certificate course	40
Number of students entered in the State certificate course	21
Number of students entered in the State diploma course	26
Number of students entered in the B. Ped course	10
Number of students entered in the Summer school of 1905	36
Total	133

The department library has recently been fitted up anew and now contains 948 bound volumes, and receives regularly fifteen of the best periodicals.

While in the past many ambitious young teachers have availed themselves of the opportunities offered by this department, yet we hope that the future may bring every year much larger numbers to these halls.

All true Kentuckians love their State, and are loyal to her institutions.

Digitized by Google

To all such we appeal with confidence for co-operation in building up here at our own State College a normal school that shall equal the best, and one to which every teacher can look with confidence and every Kentuckian can point with pride.

Very respectfully,

MILFORD WHITE, Dean Normal Department.

Biennial report of M. A. Scovell, Director of the Experiment Station, to President James K. Patterson, Ph. D., LL. D., President of the A. & M. College:

James K. Patterson, Ph. LL. D., President of the A. & M. College,

Dear Sir:—I submit herewith a biennial report of the Experiment Station from July 1, 1903, to June 30, 1905. Since the last report a new Station building has been erected. The building was completed early in 1905, and we are now comfortably quartered in it. Under the crowded condition of our old quarters it was difficult to do satisfactory work. We had two small chemical laboratories for research work, for fertilizer analysis and for food control work. Our books were stacked for want of shelf room —making our library almost useless. Several of our Station force were without offices. This condition had existed for the last few years and the difficulties grew more each year as the work of the Station increased.

The work for preparing the farm for experimental purposes is nearly completed, and we have now considerable amount under experiment.

In order to carry on the work of the Station systematically, the work has been divided into the following divisions:

Division of Correspondence.
Division of Chemistry.
Division of Entomology and Botany.
Division of Horticulture.
Division of Agriculture.
Division of Animal Husbandry.
Division of Fertilizer Control Work.
Division of Food Control Work, and Other Inspection Work.

Under these heads the Station is doing work for the farmers of the State in various ways. It is endeavoring to keep in touch with them by correspondence. The farmers send in inquiries and the Station takes pains to give them all information at its command. The inquiries cover a large and varied field. Probably the greatest number, however, is in regard to the improvement of soils, closely followed by inquiries about injurious insects and diseases of plants. The Station is and has been making for several years a careful study of the soils of the State, in order to show the farmers how their soils may become more fertile. In order to do this careful experiments have been carried on in different parts of the State with the

Digitized by Google

farmers to show what the soils in certain sections really needed to restore them to their original fertility. Some positive results have been obtained. For instance, it has been shown conclusively that in the bluegrass region where the soil is worn, it needs most of all potash to restore its fertility, and in some instances potash and nitrogen, but that phosphoric acid is in sufficient quantity in our bluegrass soils. In the Southern part of Kentucky, as in southern Christian county, the soil has been found to be deficient in phosphoric acid, while in some sections of the State all three of the essential fertilizer ingredients, namely, nitrogen, potash and phosphoric acid, are needed to increase the productiveness of the soils, and, if used intelligently, can be applied profitably to such soils.

The Station recommends that where nitrogen is needed a careful rotation of crops will bring about renewed fertility of soils—one of the rotations to be clover, cow peas or alfalfa, as the clover and leguminous plants, in general, are able to gather the nitrogen from the atmosphere and give it to the soil for future crops. In all cases it has been shown that the rotation of crops is essential to permanent soil fertility, but of course, it is not always necessary that this rotation be made in order to supply plant food, as for instance, a soil that needs phosphoric acid can receive this by using bone or acid phosphate, but if the fertilizer be applied continually from year to year on the same crop, the physical condition of the soil becomes such that the crops do not grow well, in spite of the fact, that they may have plenty of plant food. Consequently, our experiments have demonstrated that where artificial fertilizers are used, either to supply phosphoric acid, or nitrogen, or potash, or any two, or all three of them, a judicious rotation of crops is essential to produce best results.

The question of soil fertility is of the greatest importance, and the Station realizes that it will take years to reach the results desired with the funds at its disposal, and at present it will be impossible to do the work as rapidly as we wish it might be done.

The Station has called attention to the farmer also to the waste products that may be used as manure, as tobacco stems and other waste products of the farm. It has recommended from time to time that the best possible way to give and maintain the fertility of the soil is to feed the products of the farm on the farm rather than sell them off of the farm; that where the products are fed to cattle either for beef or dairy, there is very little soil fertility removed from the soil, and where a large number of animals are kept on a farm so that the farmer is compelled to buy bran, corn and fodder to feed the animals, such farms are being enriched continually if the manure is preserved and judiciously applied.

The Department of Entomology and Botany has been of great benefit to the farmers in preventing the ravages of insects and the destruction of crops by fungous diseases. A large quantity of chinch bug fungus has been distributed, and this distribution has now extended over about six years. In many cases reports have come in of the good effects of this fungus. Almost daily specimens of weeds, grasses and insects have been sent here for identification.

All such specimens have been received and the parties sending them have

Digitized by Google

been given all the information possible. Not only the name of the specimen is given, but if the specimen is injurious to crops, the best method of destroying or eradicating the same is fully discussed for the benefit of the party sending the sample.

In the chemical division, the samples of minerals, clays, rocks of various kinds, waters and fertilizers which are sent by the farmers, are identified free of charge. In the case of mineral waters, we examine the sample to see whether they have mineral properties or not, but we do not determine the amount of each ingredient unless it is for public benefit.

On the farm the Station is carrying on series of experiments endeavoring to improve the wheat plant, especially as to its yield and quality as a flour producer. Repeated experiments have shown that a careful selection of wheat heads from year to year and the selections of the best kernels in these heads, will produce increased yields and quality.

The same experiments are being made with corn. These are being carried on in co-operation with the U. S. Department of Agriculture. The results along this line obtained by the various Stations in the corn belt, have shown that corn will readily respond as to yield by a judicious selection of seed. It has been shown that in general farmers lose much every year by carelessness in selecting seed corn. The time will come, I believe, when the Station will be asked to determine the germinating quality of the seed corn in the State. It has been shown that of two ears selected from the same field and planted under the same conditions in the same soil, one will produce much the greater yield. Then how important it is for the farmer to select his seed corn.

It is confidently believed that the farmers of the State would save thousands of dollars every year if they would scientifically select and plant only the very best corn as seed.

Another plant which is responding rapidly to scientific treatment is tobacco. The tobacco plant is very susceptible to improvement by the judicious and careful selection of seed. Enough experiments have been made to conclude that if care is taken in order to self fertilize good plants in a tobacco field, the seeds of such self fertilized plants will produce the same quality of tobacco as the parent plant. Whereas, if the seed is not self fertilized an inferior plant may be produced. The Station is making many experiments in this line. Kentucky raises a large portion of the tobacco of the country, but the average price is far below what it should be on account of the quality produced. Our study so far shows that the farmer gives very little attention to raising a good quality of tobacco.

Besides the work of the Station proper, it has charge of the enforcement of four enactments of the Kentucky Legislature.

1. An act regulating the sale of fertilizers in the State.
2. An act regulating the manufacture and sale of foods in the State.
3. Inspection of nursery stock in the State.
4. Inspection of seeds.

The Station publishes from time to time bulletins giving the results of the Station's work and sends them to every citizen of the State who may express a desire of receiving them. Our mailing list is increasing contin-

Digitized by Google

ually, and it is hoped that the time will come when at least 50,000 farmers of the State may receive these bulletins. The following bulletins have been published since July 1, 1903:

Bulletin No. 108—Some Results in Steer Feeding.
Bulletin No. 109—Commercial Fertilizers.
Bulletin No. 110—Nursery Inspection and San Jose Scale.
Bulletin No. 111—Hessian Fly in 1902-1903.
Bulletin No. 112—Commercial Fertilizers.
Bulletin No. 113—Protein Content of the Wheat Kernel.
Bulletin No. 114—Insects Injurious to Cabbage.
Bulletin No. 115—Wheat Field Tests of Varieties.
Bulletin No. 116— 1. Injury to Fruits by Insects and Birds.
2. Apple Tree Measuring Worm.
3. The Fall Beauty—A New Apple.
Bulletin No. 117—Commercial Fertilizers.
Bulletin No. 118—Corn—Field Tests.
Bulletin No. 119—Labels on Adulterated and Imitation Foods Sold in Kentucky.
Bulletin No. 120— 1. Some Tree and Wood Infesting Insects.
2. Cabbage Snake.
Thirteenth Annual Report.

Respectfully submitted,

M. A. SCOVELL, Director.

A. & M. COLLEGE OF KENTUCKY. LEXINGTON, KY., November 1, 1905.

President James K. Patterson,

Dear Sir:—In accordance with your request we submit herewith the biennial report of the Summer School of Arts:

The first session of this school was held during the summer of 1903. Its purposes may be stated as follows.

1. To give young men and women special preparation for any college or university they may choose to enter.

2. To even up those students who are already in college, but who from whatever cause are irregular in their classification.

3. To advance students who are ambitious to finish their course in a shorter time than that prescribed. By attending the summer session each year a student may easily take a four year college course in three.

4. To give special instruction to those who may want to take up some new branch of study, or to become more proficient in subjects they have already taken. Among our students the past summer, were teachers in high schools and colleges.

Courses are offered in all branches of mathematics, from arithmetic to calculus, inclusive; in three modern languages; in the classical languages; in English, history, astronomy and in all preparatory subjects.

Digitized by Google

The Summer School of Arts opens the first Monday after commencement, and continues two terms of six weeks each. From the first it has been self supporting. A fee of seven dollars and a half a term is charged for each subject taken. There has been such a marked increase in the number of students that we feel safe in calling this a permanent institution.

In the summer of 1904, the total number of students enrolled was, forty-eight—twenty-six in college courses, twenty-two in preparatory courses. Twenty counties were represented.

In the summer of 1905, seventy students were enrolled—thirty-six in colleges courses, thirty-four in preparatory courses. Thirty-eight counties were represented.

This school is attended not only by regular students of the State College, but also by students from Kentucky University and Kentucky Wesleyan and other Kentucky colleges. Countries so remote as Australia and Central America are represented.

Very respectfully,

J. MORTON DAVIS,
T. T. JONES.

LEXINGTON, KY., October 21, 1905.

President James K. Patterson,

Dear Sir:—In compliance with your request for a report of the work done in this College during the past two years in mathematics, I beg leave to reply as follows: For entrance to Freshman class, a knowledge of arithmetic, of plane geometry and of algebra through quadratic equations is required. The requirements in algebra include factoring, solution of linear equations in three or more unknown quantities, treatment of surds, imaginary and complex number and the solution of quadratic equations in two unknown quantities as presented by the best text-books in this country. The Freshman class studies plane trigonometry, solid geometry and higher algebra beyond quadratic equations. The class has from one hundred and twenty-five to one hundred and fifty-five members.

The Sophomore class consists of from eighty to ninety members and spends the entire year on analytical geometry. Engineering students study descriptive geometry for January to June. Engineering and some scientific students begin calculus in the third term of their Sophomore year and continue the subject in the first and second term of their Junior year. Spherical trigometery and elements of astronomy are studied about four months in the Senior year by about twenty-five or thirty students chiefly from civil engineering and classical courses. I am receiving better prepared students than I did a few years ago from many of the best secondary schools of the State. Students from some localities are still very poorly prepared for college work. Hoping that we may soon have good material from all of the secondary schools of our State, I am,

Yours truly,

JAMES G. WHITE, Professor of Mathematics

Digitized by Google

LEXINGTON, KY., November 1, 1905.

President J. K. Patterson,

Dear Sir:—I herewith submit a report of the Department of Anatomy and Physiology.

The following pupils have received instruction in this department:

	1903-04	1904-05
Freshman	22	25
Sophomore	36	15
Junior	1	2
Senior	6	1
Normal	48	34
Total	113	77

At the present time there are seventy (70) in the first four classes, the Normal class not being organized until the beginning of the second term.

The work in the Freshman class is intended for students in the various scientific courses, the agricultural and the course in pedagogy. It begins in the second term and is continued through the first term of the Sophomore year.

The Sophomore work for classical students and those taking the shorter Normal courses extends through the first term.

Juniors have an entire year in osteology and the Seniors have an additional second and third term in Laboratory Physiology in the afternoon.

The work is conducted by lectures, demonstrations, quizzes and laboratory work.

This department is well equipped with models, charts, lantern slides, and all the apparatus needed in laboratory physiology.

The classes of the present term are much larger than in former years. The material is good and prospects for the future much brighter than it has been for several years.

Very truly yours,

J. W. PRYOR, M. D., Professor Anatomy and Physiology.

Digitized by Google

LEXINGTON, KY., November 1, 1905.

To President James K. Patterson,

Dear Sir: I herewith transmit with your request for the Superintendent of Public Instruction report of the Departments of Geology and Zoology for collegiate year 1904-5 and fall of 1905.

Instruction has been given to students in classes as follows:

	Students Year, 1904-5.	Students Fall of 1905.
Zoology, first term	16	10
Osteology, first term	3	6
Geology for Classics	12	17
Geology for Scientifics	..	6
Palaeontology, second term	6	..
Geology (Economic), second term	23	..
Zoology (Laboratory), second term	23	..
Zoology (Thesis), third term	8	..
Mineralogy, third term	12	..

The department of Entomology, formerly in charge of Prof. Garman, of the Experiment Station, and voluntarily given up by him, has been attached to the Department of Zoology and put in charge of Miss McCann, assistant in that department. Most of the entomological work comes in the second and third terms, and preparation is being made to handle the increased number of students in the economic phases of this subject, which the largely increased matriculation in agriculture lead us to anticipate. The adding of this department to that of Zoology makes it imperative that at no very distant date an additional room be assigned to entomology exclusively.

Respectfully submitted,

ARTHUR M. MILLER.

Digitized by Google

LEXINGTON, KY., October 21, 1905.

Dr. James K. Patterson, President, State A. & M. College of Kentucky,

Dear Sir: In response to your request, I have the honor to submit the following report concerning the Department of Mining Engineering for the two years that ended June 1, 1905.

The department was opened for instruction in September, 1902. It is, therefore, the youngest in the College, and it has not reached the degree of development that is contemplated for it. Its limitations are chiefly in metallurgy and ore dressing, and these we are removing as rapidly as the means at our command will permit. Such apparatus as we have for instruction in ore dressing is of the best and up to date, but more is needed for the complete equipment of such a mining laboratory as we ought to have, since the aim is to place this school on a plane with the best in the country. In all other respects, the course compares most favorably with that given in older and well attended mining schools, and in some particulars it is better than that given in some of them. Indeed, it may be said with entire sincerity that there is now no good reason why any young man, a resident of Kentucky, should go outside of his own State to obtain education in mining engineering. The faculty includes sixteen instructors. Following is the course of study:

Freshman Year.—English, plane trigonometry, solid geometry, higher algebra, physics, free-hand and mechanical drawing, shopwork in wood.

Sophomore Year.—Analytical geometry, calculus (begun), chemistry physical laboratory, geology, metallurgy, surveying and mapping, elementary design, descriptive geometry, mechanical drawing, iron and steel forging.

Junior Year.—Calculus (concluded), strength of materials, chemistry of metals, metallurgy and assaying, electricity and magnetism, quantitative analysis, surveying and mapping, mine surveying, analytical mechanics, mineralogy and blow-piping, dynamo-electric machinery, electrical appliances, and mining (including excavating, quarrying, boring, shaft sinking, prospecting, exploration, methods of working and timbering mines, etc).

Senior Year.—History and political economy, hydraulics, steam engine and boilers, alternating currents and power plants, economic geology, mining (including ore dressing, gold and silver milling, coal washing, extraction of minerals—haulage, hoisting, draining, ventilating, etc. Machines and appliances for mining, hoisting, draining, ventilating, screening, etc., examination and valuation of mines), mine plant design, and thesis work. Opportunity is given for visiting mines under guidance of the Dean or other qualified person during the holidays and at the close of the term.

During the two years covered by this report there were eleven matriculates. We have sent out three graduates, one of whom, after taking post-graduate work, is now employed at a Michigan copper mine; another until recently was employed on the State Geological Survey, and will now enter the service of a Kentucky coal company; and the third is taking post-gradu-

Digitized by Google

ate work: I may remark that for the session of 1905-6 eleven persons have matriculated, including three who were students in 1904-5—making nineteen students since the course was instituted.

Very respectfully,

C. J. NORWOOD, Dean, Department of Mining Engineering.

BIENNIAL REPORT OF ENGLISH DEPARTMENT.

President James K. Patterson,

Dear Sir: In submitting the biennial report of the English Department it is gratifying to note the ever-increasing interest in the science of the mother tongue and in the greatest literature of ancient or modern times. Our splendid system of Accredited Schools has enabled us to raise the standard of admission to the Freshman English class to a plane higher than is attained anywhere within the borders of ths State. Though there are several excellent preparatory schools in the various counties of Kentucky, it is but fair to point out that students who enter the Freshman English class from the Academy of this College are more thoroughly equipped for higher work than the students who enter from any similar institution. If the same honest and efficient work were done in all our preparatory schools, much sub-Freshman study could be eliminated from the college curriculum.

Some schools continue to sacrifice letter-writing and other forms of composition on the altar of mathematics. It is well to be able to count, but there is no form of ignorance so general as ignorance of grammar and composition. It is pretty nearly time for all elementary school teachers to realize that a taste for good books and for accurate writing ought to be inculcated every day from the time the child can read a sentence and hold a pencil between his fingers. At the age of twelve all children should be able to spell common words, to punctuate properly, and to write with considerable ease upon any topic of which he has the slightest knowledge. A teacher who permits pupils to reach manhood or womanhood without a practical knowledge of English has no adequate conception of the ideals of the scholastic profession.

Year by year the scope of this department is broadening, and as variety is the very spice of life, the work is never precisely the same for two years in succession. Experience has shown the propriety of making the Freshman work mainly utilitarian. If the student learns to write with force and accuracy, he has done well. If in addition he gains some knowledge of the literary art of the nineteenth century, his first year's work is satisfactory. In literature, aesthetics and philology the Sophomores and Juniors receive a training that is commensurate with the average intelligence of each class; while the Seniors try to master the fundamental principles of mental and moral philosophy. This is the only College in the State that offers a two years' course in Old English or Anglo-Saxon, followed by a year in Gothic. There is no other college in the South or the West that offers a course in

Digitized by Google

comparative literature, the only scientific sudy of literary art, its genesis and development.

The work of the English Department embraces twelve classes in all, viz.: Five Freshmen, one Sophomore, two Junior, and four Senior. The following table sums up the more salient data for the past two years:

Class	1903-4	1904-5
Freshman (five sections at present)	114	136
Sophomore	30	22
Junior, English	19	23
Junior, Anglo-Saxon	8	13
Senior, Anglo-Saxon	8	5
Senior, Logic	46	28
Senior, Comparative Philology	8	10

Respectfully submitted,

A. S. MACKEZIE.

LEXINGTON, KY., October 21, 1905.

President James K. Patterson.

Dear Sir: As Dean of the Classical Faculty and Professor of Greek and Latin, I submit to you, for the Superintendent of Public Instruction, the following brief report of the students and studies of the Classical Department for the two years beginning June 1, 1903 and ending June 1, 1905.

Respectfully,

JOHN H. NEVILLE, Dean and Professor.

1. STUDENTS.

Sessions	Post-Grad.	Seniors	Juniors	Sophomors	Freshmen	Totals
1903-4	3	18	14	21	20	76
1904-5	8	10	16	14	26	74

(1905-6, total to this date, 88)

2. STUDIES.

PREPARATORY (TWO YEAR) COURSES.

Latin.—Grammar, Viri Romae, Nepos, Caesar, Composition.
Greek.—Grammar, Reader, Xenophon's Anabasis, Exercises.

COLLEGIATE (FOUR YEAR) COURSES.

FRESHMAN CLASS.

Latin.—Cicero's Ovations, Ovid, Livy, Exercises in Syntax.
Greek.—Homer, Herodotus, Plato's Apology and Crito, Exercises.

Digitized by Google

SOPHOMORE CLASS.

Latin.—Virgil, Cicero de Senectute, Plantus, Suetonius.
Greek.—Lysias, Demosthenes, Xenophon's Memorabilia.

JUNIOR CLASS.

Latin.—Horace, Cicero's or Pliny's Letters, Composition.
Greek.—Thucydides, Theocritus, Bion and Moschus.

SENIOR CLASS.

Latin.—Tacitus, Juvenal, Seneca, Composition.
Greek.—Three Dramas, Medea, Prometheus, Oedipus Rex.

These courses in Greek and Latin are intended to equal, in extent, variety, and thoroughness, those of the best land-grant colleges. The curriculum leading to the classical degree of A. B. embraces Latin, Greek, English, French, German, History, Political Economy, Metaphysics, Mathematics and the elements of Physical Science in Physiology, Physics, Astronomy, Chemistry, Zoology, Botany and Geology, and it is designed to meet the needs of students who are to become teachers, preachers, physicians, lawyers, writers, journalists, scholars, or, it may be, legislators or authors.

Two years of French and two of German may be substituted for four of Greek.

The instruction in Latin and Greek is given by a professor and one assistant, that in the other studies of the classical curriculum by professors who belong to other departments.

In 1903, the last year reported by the National Commissioner of Education, there were in 513 colleges, universities and technological schools of the United States, 114,130 students; in classical courses, 51,152; in other culture courses, 13,605; in general science, 7,397; in mechanical engineering, 6,800; in civil, 5,378; in electrical, 3,652; in mining, 2,244; in agriculture, 3,306; in other course, 3,285.

That the Classical Department of the State College may be duly appreciated these striking statistics are here appended.

Respectfully submitted,

JOHN H. NEVILLE, Dean and Professor.

Digitized by Google

LEXINGTON, KY., November 1, 1905.

President James K. Patterson, State College of Kentucky,

Dear Sir:—The direction of the work of the Chemical Department was committed to me at the beginning of the present academic year. I do not feel competent, therefore, to review the work of the department during the last two years when it was under the direction of my distinguished predecessor. It gives me pleasure to report, however, that the laboratory, with its equipment, was received in excellent condition, and the advanced students in chemistry give evidence of having received careful training.

The conditions in the college are favorable, and the time is ripe for extending the usefulness of the chemical department by establishing two professional schools, based on applied chemistry, namely, chemical engineering and pharmacy.

Under the present arrangement of courses in the College, chemistry is merely one of many subjects included in the scientific curriculum. No provision is made for the study of chemistry with reference to the practical applications of the principles of this most useful of all the sciences in the industrial arts.

It is generally conceded that State Colleges and State Universities should prepare men for specified callings; that these should train for vocation as well as for culture and the public is now deprived of the most valuable service which the department of chemistry in this College should render to the State.

Many industrial establishments, such as soap works, gas works, fertilizer works, soda works, superphosphate works, tobacco extract works, oil refineries, sugar refineries, and bleacheries are based upon the application of chemical principles, and these industries can be conducted most successfully by chemists who are likewise familiar with mechanical subjects. The managers of such establishments are constantly demanding chemical engineers, men having a thorough acquaintance with the science of chemistry, and capable of constructing and improving the appliances needed in the preparation of chemical products..

The establishment of a school of chemical engineering, under the leadership of the department of chemistry, would add greatly to the efficiency of the department. Such a school would serve, moreover, to attract to this College many young men, who would otherwise be compelled to secure this training in other States where schools of chemical engineering exist.

There is also great need in Kentucky of a combined collegiate and professional school of pharmacy. Many young men have already applied for instruction in chemistry that they might qualify themselves as practicing pharmacists in this State. But, as no provision has ever been made for work of this kind, all such applicants have been reluctantly dismissed.

The college is fortunate in already having excellent courses in anatomy, physiology, botany, and physics. With the co-operation of these departments, together with a special course in pharmaceutical practice, the Chemical Department of the State College could maintain a course in pharmacy of superior grade.

No other professional department of the College would be more likely to have its graduates permanently settled within the State, and in future

Digitized by Google

years a large constituency of well educated, well trained druggists and pharmaceutical chemists, possessing the diploma of the State College, would reflect credit upon the institution where they were prepared for the duties and responsibilities of life.

Very respectfully,

CHASE PALMER, Professor of Chemistry.

AGRICULTURAL AND MECHANICAL COLLEGE OF KENTUCKY,

LEXINGTON, KY., November 2, 1905.

President James K. Patterson,

Dear Sir:—I have the honor to submit to you the following biennial report of the Academy for the scholastic years, 1903-1904 and 1904-1905. The enrollment in 1903-1904 was 132, and the number of counties in the State represented was 44; the enrollment in 1904-1905 was 99, and the number of counties in the State represented was 48. In addition to the instruction of these pupils we gave partial instruction in 1903-1904 to 24, and in 1904-1905 to 21 students of the College.

CLASSIFICATION AND INSTRUCTION.

The following tabular statement shows concisely and clearly the classification, the instruction, and the results obtained:

	1903-1904				1904-1905			
	Total Enrollment	Average Daily Attendance	Number Examined	Number Passed	Total Enrollment	Average Daily Attendance	Number Examined	Number Passed
FIRST YEAR.								
English Grammar	63	51	45	37	36	28	26	22
Latin Grammar and Viri Romae	37	28	21	11	34	28	22	18
Greek Grammar	4	2	1	1	13	10	10	10
Political and Descriptive Geography	31	29	28	21	22	19	19	13
United States History	30	27	23	21	22	20	17	13
Arithmetic	68	59	49	33	48	40	35	20
Algebra	62	51	40	22	56	43	33	24
SECOND YEAR.								
Rhetoric and Synonyms	69	56	48	28	68	59	50	45
Nepos	10	9	10	3	12	11	11	9
Caesar and Latin Composition	10	9	7	2	12	11	11	10
Greek Reader	..	..	..	..	1	1	1	1
Anabasis	..	..	..	..	1	1	1	1
Physical Geography	42	38	36	32	31	30	31	27
General History	38	29	27	22	31	27	27	24
Algebra	57	50	36	23	48	40	37	33
Plane Geometry	65	52	41	28	55	47	43	38

Digitized by Google

LIBRARY
OF THE
UNIVERSITY
OF
CALIFORNIA

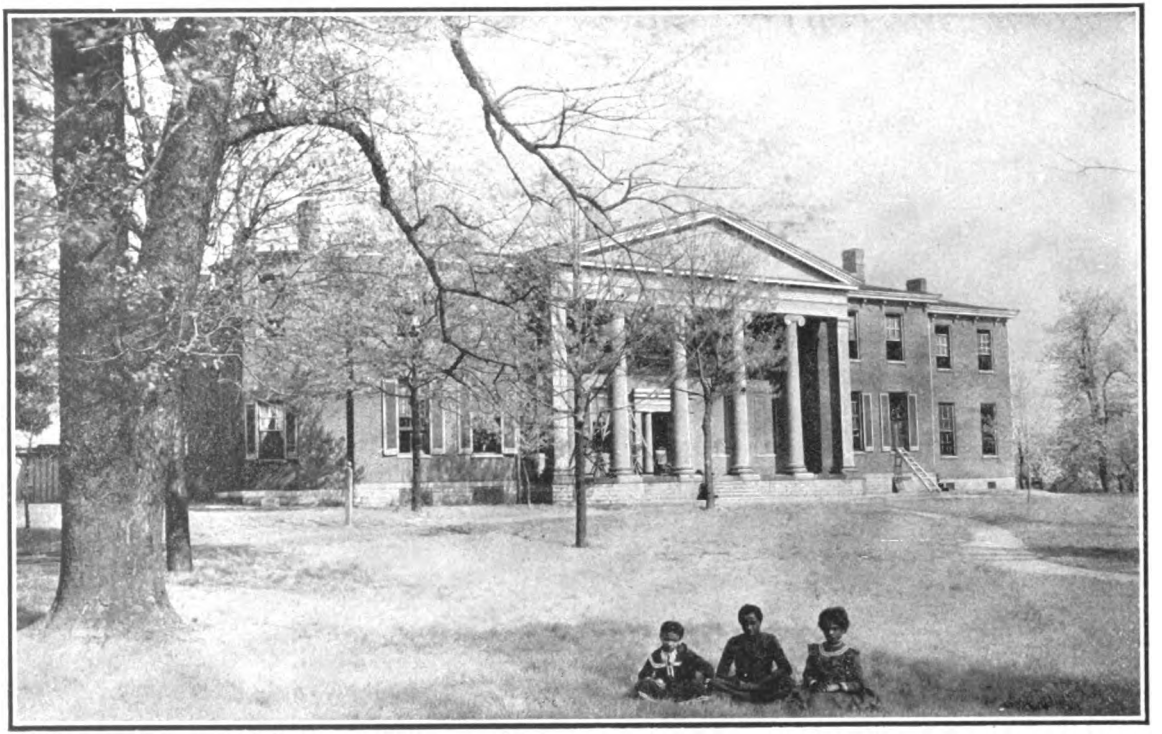
Digitized by Google



GIRLS' BUILDING. CHAPEL. BOYS' BUILDING.
MAIN BUILDINGS KENTUCKY SCHOOL FOR THE DEAF.

Digitized by Google

Digitized by Google



COLORED DEPARTMENT.

Digitized by Google

Digitized by Google



THE CARPENTER SHOP.

Digitized by Google

Digitized by Google



THE TAILOR SHOP.

Digitized by Google

Digitized by Google



Writing on the blackboard was done by the little girl seen standing. She has been at school three and a half years.

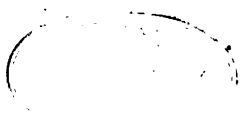
Digitized by Google

Digitized by Google



ONE OF THE DORMITORIES FOR LITTLE BOYS.

Digitized by Google



Digitized by Google



AN ADVANCED CLASS.

Digitized by Google



THE CLASS OF 1906

Digitized by Google

LIBRARY
OF THE
UNIVERSITY

Digitized by Google



This class has been in school seven months. The writing on the blackboard was done by the children seen in the picture.

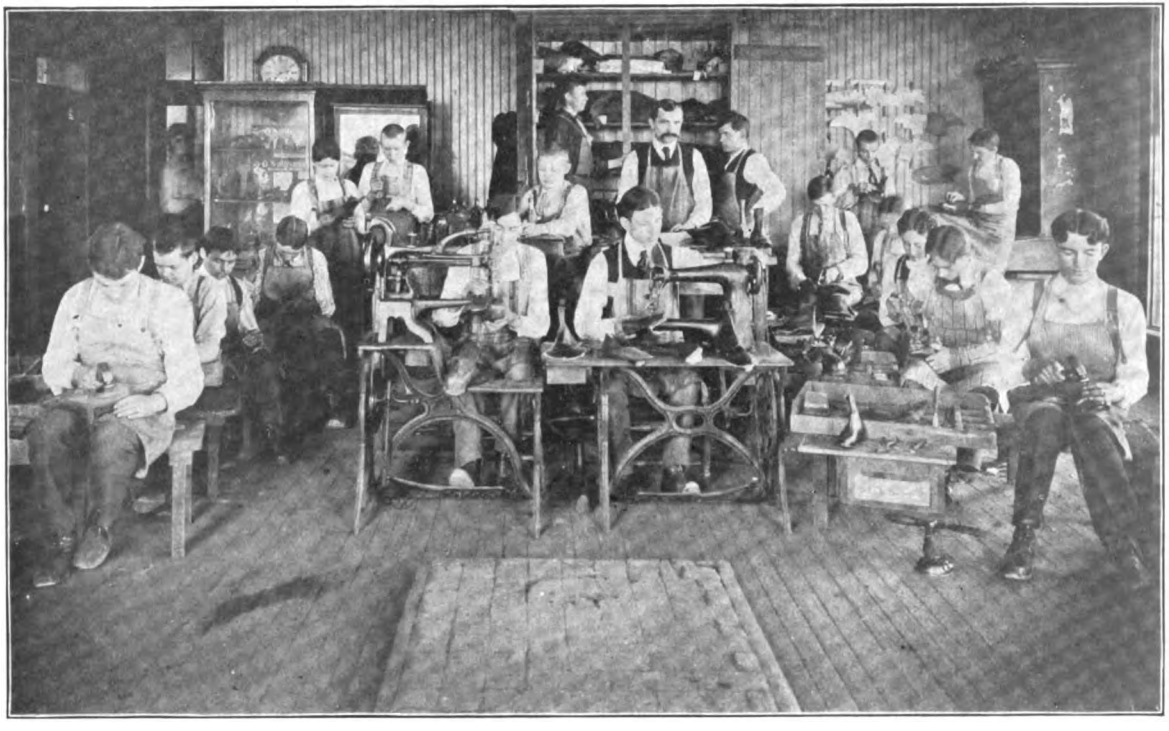
Digitized by Google

Digitized by Google

THE SEWING ROOM.

Digitized by Google

Digitized by Google



THE SHOE SHOP.

Digitized by Google

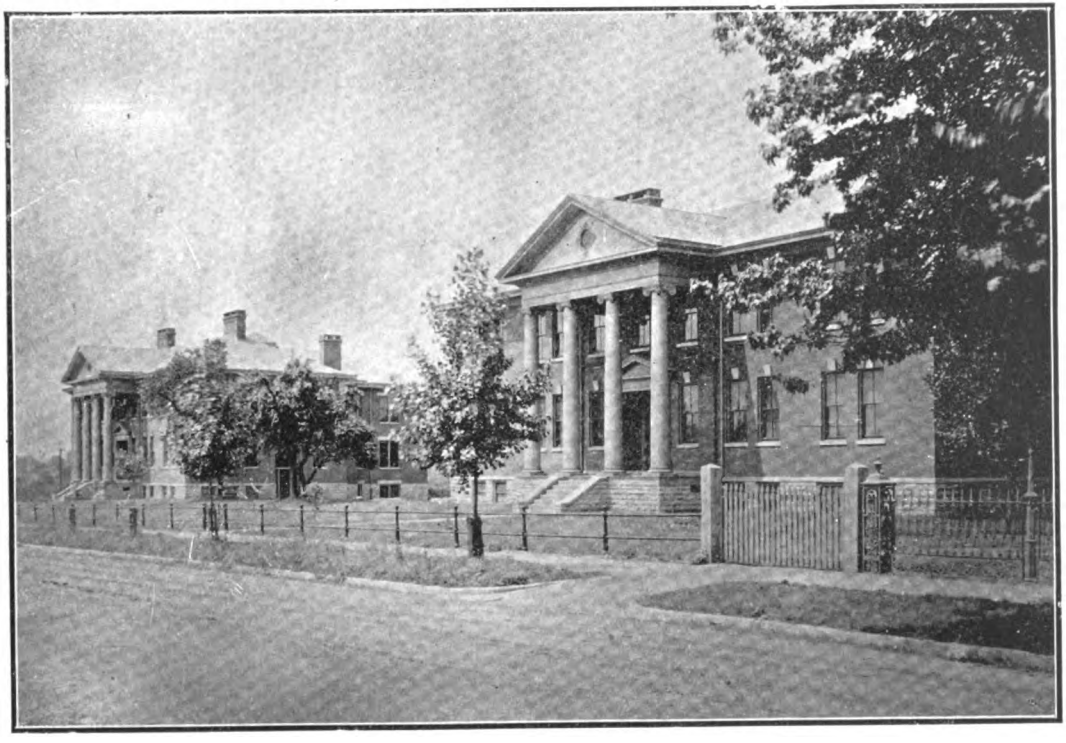
Digitized by Google



THE PRINTING OFFICE.

Digitized by Google

Digitized by Google

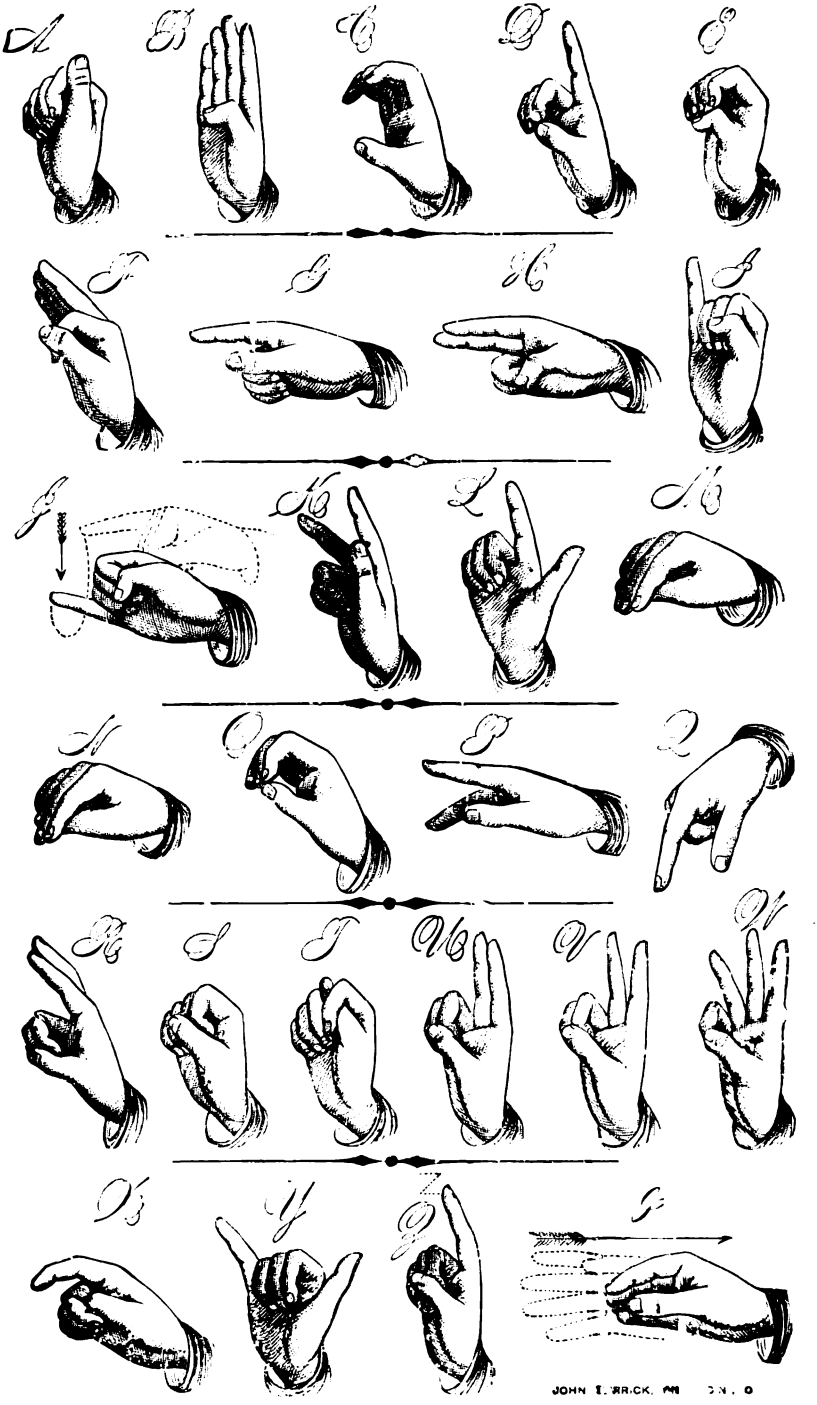


LITTLE BOYS' AND LITTLE GIRLS' COTTAGES.

Digitized by Google

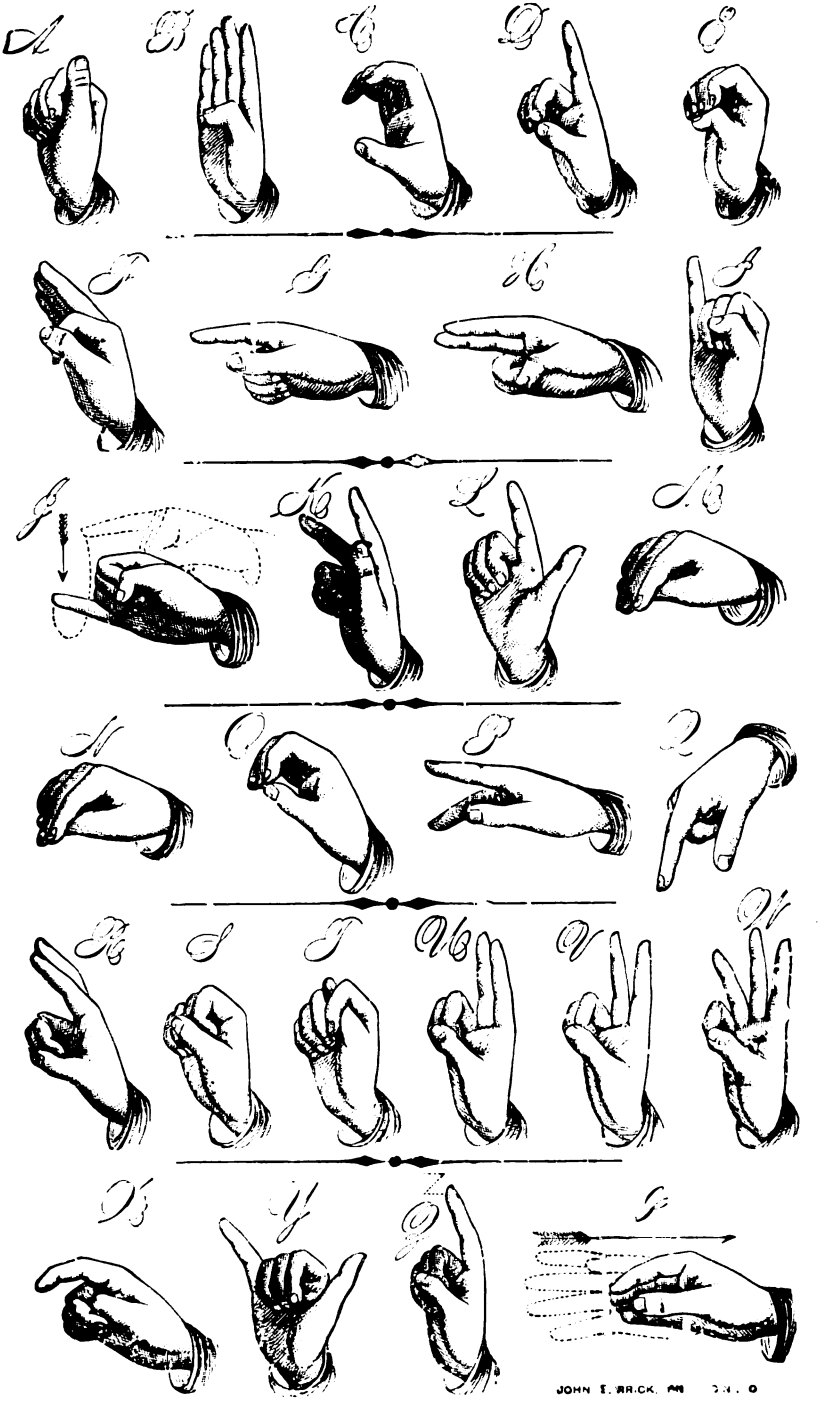


Digitized by Google


A
B
C
D
E
F
G
H
I
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z



Digitized by Google



Digitized by Google

Digitized by Google

COURSES OF STUDY.

I. SCIENTIFIC.

First Year.—Arithmetic, Wells' Academic; Algebra, Fisher and Schwatt's Higher, to chapter XII; Polical and Descriptive Geography, Butler's Complete; History of the United States, Eggleston; English Grammar, Patterson's Advanced.

Second Year.—Algebra, Fisher and Schwatt's Higher, to Chapter XXV; Plane Geometry, Beman and Smith; Physical Geography, Tarr; General History, Anderson; Rhetoric, Genung; Synonyms, Graham.

II. CLASSICAL.

First Year.—Latin Grammar, Smiley and Storke; Viri Romae or Scudder's Gradatim or D'Ooge's Easy Latin; White's Beginner's Greek Book; Arithmetic, Wells' Academic; Algebra, Fisher and Schwatt's Higher, to Chapter XII; English Grammar, Patterson's Advanced.

Second Year.—Latin Grammar continued; Nepos; Caesar; Daniell's New Latin Composition; Greek Grammar continued; Jacob's Greek Reader; Xenophon's Anabasis; Algebra, Fisher and Schwatt's Higher to Chapter XXV; Plane Geometry, Beman and Smith; Rhetoric, Genung; Synonyms, Graham.

First Year.—Coleridge's Ancient Mariner, in class, and Scott's Ivanhoe, parallel.

Second Year.—Shakespeare's Merchant of Venice, Macaulay's Essay on Addison, Addison's Sir Roger de Coverley Papers, Tennyson's Princess; Milton's Lycidas, in class; George Eliot's Silar Marner and Goldsmith's Vicar of Wakefield, parallel.

The completion of the common school course, prescribed by the State Board of Education, is the standard fixed for admission to the Academy. If this rule were rigidly applied in our entrance examinations, comparatively few of the graduates of the common schools would be able to enter even our first year classes. Nowhere in the State is the quality of the instruction imparted in the different counties of the State so well known as it is in this department.

Since the act, known as the Ferguson Law, approved March 21, 1902, became operative there has been a marked improvement in the preparation of the county appointees who have applied for admission to the Academy.

Faculty meetings were held regularly each month, and monthly reports were mailed to the parent or guardian of each pupil.

Respectfully submitted,

WALTER KENNEDY PATTERSON, Principal

Digitized by Google

REPORT OF SCHOOL FOR THE DEAF.

FORTY-FIRST BIENNIAL, OR EIGHTY-FIRST AND EIGHTY-SECOND ANNUAL REPORT OF THE KENTUCKY SCHOOL FOR THE DEAF, AT DANVILLE, KENTUCKY.

To the Superintendnnt of Public Instruction, Frankfort, Ky.

Honorable J. H. Fuqua, Sr., Superintendent of Public Instruction, Frankfort, Kentucky,

Sir:—As required by law, I have the honor to submit herewith the following report of the Kentucky School for the Deaf, for the biennial period ending October 31, 1905. I beg to call your attention first to the enrollment of pupils for the two years just closed:

ATTENDANCE.

WHITE DEPARTMENT.

Number of pupils present October 31, 1903		309
New pupils admitted during the year	41	
Old pupils returned	30	
	—	71
Total enrolled during the year		380
Graduated during the year	3	
Time expired	5	
Died	2	
Dismissed for incapacity	2	
Removed from State	3	
Voluntarily remained at home	45	
	—	60
Total number present October 31, 1904		320
New pupils admitted during the year ending October 31 1905	48	
Old pupils returned	24	
	—	72
Total enrolled during the year		392

Digitized by Google

Removed to other States	6	
Graduated	3	
Died	1	
Expelled	1	
Time expired	9	
Death by accident	1	
Voluntarily remained at home	47	
	—	68
Total present October 31, 1905		324

COLORED DEPARTMENT.

Number of pupils present October 31, 1903		36
New pupils admitted during the year	4	
Old pupils returned during the year	2	
	—	6
Total enrolled during the year		42
Died	1	
Expelled	2	
Voluntarily remained at home	6	
	—	9
Total present October 31, 1904		33
New pupils admitted during the year ending October 31, 1905	2	
Old pupils returned during the year	3	
	—	5
Total enrolled during the year		36
Removed from State	1	
Voluntarily remained at home	3	
	—	4
Total present October 31, 1905		34

Total number in both departments October 31, 1904	353
Total number in both departments October 31, 1905	357
Enrolled in both departments during the two years	478
Total number enrolled the present session to November 1, 1905	359
New pupils enrolled this year	48

COST PER CAPITA.

The school receives from the State $140.00 per capita for support with an annual appropriation additional for the white department of $15,000.00, and $2,500.00 for the colored department. With an attendance of 357 pupils, the number present to-day, the total cost per capita to the State is at

Digitized by Google

the rate of $189.00 per year. With this amount we pay for everything, as we get no regular appropriations from the Legislature for repairs and improvements as do most institutions of this kind, and no aid from the counties for clothing and traveling expenses of indigent pupils who, in almost all of the States, are provided for in this manner.

The amount received from the State for the year ending November 1, 1904, for the support of the white department was $58,033.44; for 1905 it was $59,707.76; for the support of the colored department for the year ending 1904 it was $7,296.92; for 1905, $7,069.13.

EDUCATIONAL DEPARTMENT.

We still adhere to what is known in this country as the "Combined System" of educating the deaf. By this we mean that every child is educated by that method which best suits his case. A large number, as usual, are taught speech and lip reading, and their education for the most part is carried on without the use of the sign language or manual alphabet in the school rooms. This we call the oral method, and every child of proper age is put in our oral department when he first enters school, and given a chance to learn speech and lip reading. Failing to make satisfactory progress in this department, he is transferred to a manual class where his education is continued by the manual alphabet and the sign language when necessary to impart certain abstract thoughts that are difficult to teach backward pupils.

In both our oral and manual classes, a large part of the school work is carried on by writing. This insures more accuracy in the use of the English language, which is, after all, the great desideratum among teachers of the deaf.

At the present time we have ten oral teachers, with one hundred and twenty-five pupils under instruction, and one class numbering fifteen pupils, which recites all lessons orally to five of the teachers in the academic department.

In the manual department we have thirteen teachers, and one hundred and eighty pupils under instruction.

INDUSTRIAL DEPARTMENT.

In industrial training there are two methods of education pursued in schools for the deaf. Some schools advocate manual training, and by this we mean a training of the hands and the head by which a boy can more easily adapt himself to any trade after leaving school. Others prefer to follow the old, established method of trade teaching, so that when a pupil completes his education he is prepared to support himself by working at the trade he followed while at school.

This latter method is pursued in most of our institutions for the deaf, and is followed in our school here. While we always endeavor to prepare every boy for a special trade that he may follow it after leaving the school

Digitized by Google

and earn a living at it from the start, in this we are not always successful, but such is our aim, nevertheless.

At present about fifteen boys are being instructed two and a half hours a day in printing; sixteen in carpentry; twenty in shoe making; twenty-four in tailoring and eight in gardening.

Our girls are taught sewing, various kinds of needle work and dressmaking. About fifty of the older girls spend about two hours and a half a day every alternate week in the sewing department; the remaining time they give to laundry work and housekeeping.

For the younger pupils I think it advisable to add Sloyd as an introduction to the trades we teach, and hope we may be able by another year to employ a teacher for this special work.

Our printing office does a large amount of job work for the school, besides publishing the "Kentucky Standard," a weekly paper which has a circulation among the parents of the pupils, the alumni of the school and our own household.

All of the repairs to our wood work and much of the building has been done by our carpenter shop force.

The boys in the shoe department do all the repair work, and make a large part of the shoes worn by our pupils. The same can be said of our tailor shop and sewing rooms, while our garden furnishes about all of the fresh vegetables we use.

COURSE OF STUDY.

There is more ignorance among the uninitiated as to what the deaf study and how they are taught than in any other phase of our work. Many think the deaf come here to learn the sign language, and that this constitutes the greater part of the work. Teachers of the deaf are frequently referred to as instructors of the sign language, when, in fact, they do not teach signs at all. Our pupils come to us with a sign language of their own, and after being at school a while they learn of their own accord the conventional sign language which is common to almost all of our American schools for the deaf, but we do not teach signs, and it is not in our course of study. We try to teach the English language, and fully three-fourths of the deaf child's school life is spent in trying to acquire a fair command of it. English is a foreign tongue to a deaf child, as much so, in fact, more so, than French or German to an American born, hearing child; and so, fro mthe day the child enters school until he leaves, it forms the greater part of each day's school work.

Our course of study is about the same as that of the public schools. Our pupils recite their lessons in writing, by manual spelling or by speech when possible.

The following is a partial list of the text-books we use:

Language.—First lessons in English, Nos. 1, 2, 3, 4,—Miss Sweet. Talks and stories—Jenkins. Grammar—Longman. Composition—Long.

Geography.—Frye's and the Eclectic Series. Huston's Physical Geography.

Digitized by Google

Arithmetic.—Dudley's Arithmetic. Ray's Nos. 1, 2, 3.

History.—Eggleston's U. S., Parts 1 and 2. Little Arthur's History of England.

Physiology.—Eclectic.

Natural Philosophy.—Steele.

Civil Government.

RULES, TERMS OF ADMISSION, ETC.

1. The school is free to all children residing in Kentucky whose hearing is so impaired as to prevent their being taught in the ordinary public schools. Board, tuition, books, medical attendance, etc.,—in short everything is furnished except clothing and traveling expenses. This much is expected of the parent, which in most cases, can be done by little economy and self-denial. Clothes should be plain, substantial and warm, and each article marked plainly before sending the child to us. The best way to mark the larger articles is to sew the name in with fast colors.

2. The proper age of admission is eight years, and none will be received under that age or over twenty years without special action upon the part of the Board of Commissioners.

3. The applicant for admission must be of sound mind and free from such chronic diseases as would prevent study. No child should be sent here who has any contagious or infectious disease.

4. The time allowed by law is ten years, but in no case will a child be kept at the school after it is fully ascertained that he can make no further progress in his studies.

5. The school lasts just forty weeks, beginning the first Wednesday in September. A pupil entering school at any time during the year is expected to remain until the session closes, without some very good reason. Nothing so interrupts the work and tends to demoralize the classes as taking a pupil from the school in the spring before the session closes. Any pupil taken home during the session, without the permission of the Board of Commissioners, forfeits the privilege of attending the school thereafter.

6. It is important that all pupils should enter school at the beginning of the session. If a pupil comes in late he is necessarily behind his class, and not only does little good himself, but also prevents the class from making the progress it should, by dividing the time of the teacher.

7. Boys are put at trades as soon as they have discretion enough to enable them to handle tools without danger. In selecting a trade we always, as far as possible, consult the individual taste and talent of the boy and the wishes of the parents.

8. All pupils are required to work at some manual labor from two and a half to three hours per day, and there is no deviation from this rule, except in cases of absolute physical disability, which are very rare. The tasks of the smaller children are, of course, very light, but system and regularity are enforced from the very beginning.

9. Parents can hear from their children weekly by depositing fifty cents with the superintendent to pay for postage. All letters on business

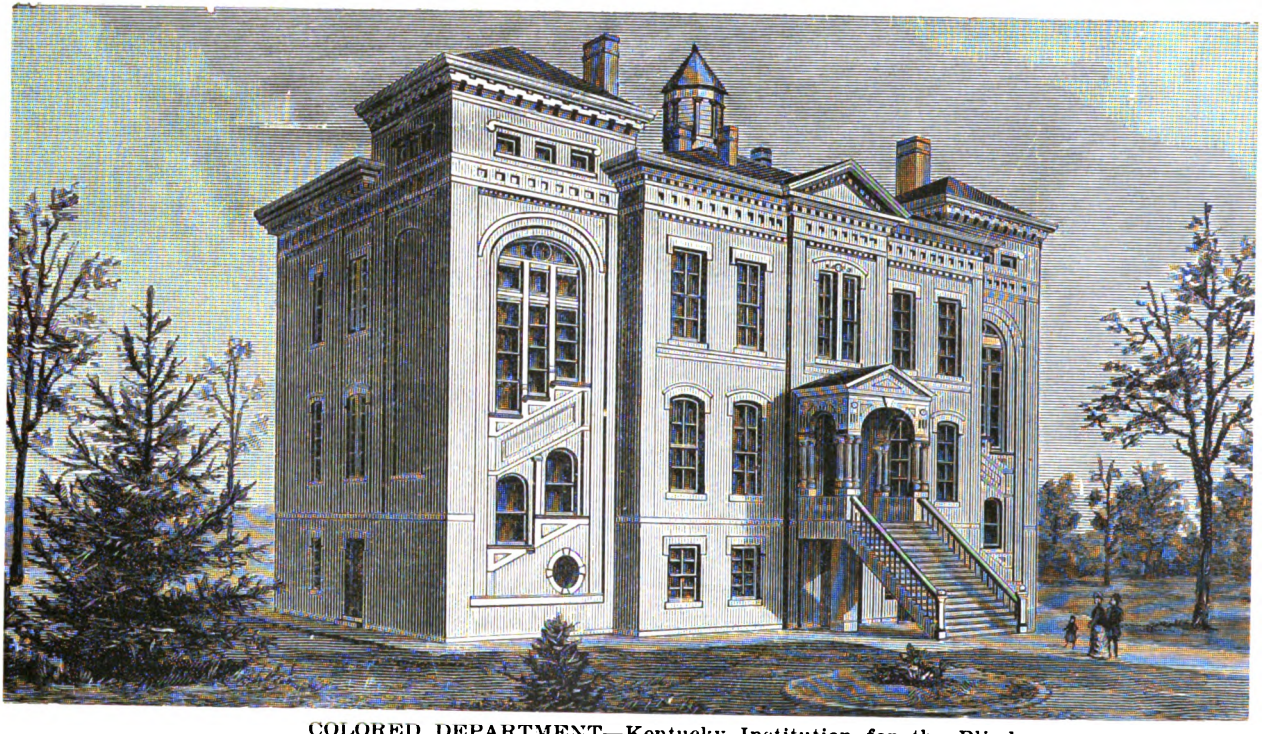
Digitized by Google

Digitized by Google



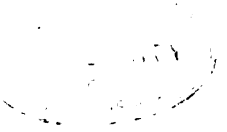
KENTUCKY INSTITUTION FOR THE BLIND.

Digitized by Google



COLORED DEPARTMENT—Kentucky Institution for the Blind.

Digitized by Google



Digitized by Google

should be directed to the superintendent. Letters to the pupils should be directed to the

Kentucky School for the Deaf,
Danville, Ky.

10. A deposit of five dollars at the beginning of each session is required by all to be used as a contingent fund in paying for damage to property, incidental expenses, etc. Any unexpended balance will be returned at the end of the session.

11. All money for the use of the pupils should be sent directly to the superintendent.

12. While we are always glad to have the parents and friends of pupils visit them, they can not be entertained at the school. Please remember this when you bring your child or come to see him.

Any further information may be had by addressing the superintendent.

Respectfully submitted,

AUGUSTUS ROGERS, Superintendent.

KENTUCKY INSTITUTION FOR THE EDUCATION OF THE BLIND.

In almost every State in our Union there are free schools for the various defective classes.

Kentucky established her school for the blind in 1842, being the eighth school of this kind in the country. There are now forty-two such schools in the United States, in which were trained last year 4,358 blind children, of whom 152 were in the Kentucky School for the Blind at Louisville. The purpose of the State in founding the school was to give to the child with defective sight as good an education as is offered to the seeing child, and, in addition, to give it instruction in manual training.

In 1884 the General Assembly passed an act providing for the addition of a department in a separate building, and distinct from the whites, for the education of the colored blind children of the State.

In carrying out the purposes of the founders of this public school for the blind, the board has endeavored to meet the expectations of a wise and beneficent public sentiment. They have tried to follow in the line first marked out by those eminent men who founded and for many years guided the progress of the school. With this end in view, they have secured skillful and devoted teachers, good and faithful servants, improved educational appliances, and have provided that the children under their control shall be properly and kindly cared for in respect to their food, their shelter, their clothing and their health, thus providing the advantages of a high-class boarding school free of cost for all blind children.

Digitized by Google

Notwithstanding all this, about 70 per cent. of the blind children of Kentucky, between the teachable ages of six and sixteen years of age, are growing up in ignorance, without any share in the great advantages so freely offered by the State.

The American idea for a school for the blind is as far removed from its being an asylum, on the one hand, as it is from its being a hospital for the treatment of diseased eyes, on the other. Its work is strictly educational and it is established, not out of charity for the afflicted, but from a sense of justice that recognizes the fact that, under the principles of our Government, a free education is the birthright of every child in the republic.

A blind child, or one with defective sight, should be sent to school as soon as it can get along without a nurse, say at six or seven years of age. Every year's delay after that time renders the task of its education more difficult and incomplete. From the moment it reaches the school, the sense of touch has to be persistently trained. The kindergarten, with its great variety of devices and employment for busy fingers, is of inestimable value for this purpose, and the work done by the children in this department arrests the attention and excites the admiration of the most careless visitor.

After the kindergarten, the child studies things and models of things; and, in its study of geography, models in sand and clay, the surface of his State and county, and the grand divisions of the globe; he is taught to read and write and cipher; he studies grammar, history, natural philosophy and all the branches of a good education. If he has any musical ability, it is scientifically and sedulously cultivated, for it is in the practice of the art of music that he can compete with his seeing comrades on more equal terms than in any other occupation. He is also given instruction in the work shop, where he learns to cane chairs, make brooms and practice simple upholstery, such as the repairing of lounges and the manufacture of mattresses. If he is capable of learning it, he is also taught the art of piano tuning, in which art several of our graduates have obtained well-deserved success. Graduates of our school are in charge of the music departments in the school for the blind in Louisiana and Arkansas.

The girls are carefully taught the use of the needle, and learn, as they progress, how to patch and darn and mend, how to knit, how to use the sewing machine and how to cut out, fit together and make their own garments.

In this course of study and development, extending over eight or ten years, the blind child gains a confidence in his own power that enables it to overcome to a great extent the natural awkwardness of blindness. It has become a youth of intelligence, an agreeable companion, a self-respecting, independent person, familiar with current events, with well-trained mind, and familiar with the amenities of civilized life. He is, to a considerable extent, prepared to earn a living for himself.

To withhold from a blind child such opportunities is a serious mistake, while no greater kindness can be shown such a child than to secure for it the advantages of an education. The school year begins the second Wednesday in September and closes the second Wednesday in June, and at

Digitized by Google

the close the children are returned to their homes, as it is the desire of the trustees to maintain, as far as possible, the home ties of the child.

In respect to the forms to go through to secure the admission of a child to the Kentucky Institution for the Education of the Blind, it is only required that the child be of so defective vision as to be unable to get an education in the ordinary schools; that it be of good health and sound mind, and within the ages of six and eighteen, for it must be remembered that the institution is neither a hospital or an asylum. If the child is destitute, the fact should be so certified by the county judge, and in that case clothing will be provided. No charge is made for board or tuition. The school session begins on the second Wednesday of September, and closes on the second Wednesday of June. Pupils will be admitted at any time, within these dates, but they are much benefited by beginning promptly at the first of the session. The children all return to their homes in the summer.

The members of the board will gladly correspond with any person who wishes to learn more of the school, or who desire to learn how to proceed to have a child admitted to theschool.

These are:

COL. BENNETT H. YOUNG, *President.*
THOS. L. JEFFERSON,
WALTER WALKER,
HON. HENRY S. BARKER,
HENRY KAUFMAN,
DR. JAMES B. STEEDMAN,
HENRY Y. OFFUTT,
DR. FRANK C. SIMPSON,
THOS. D. OSBORNE.

Digitized by Google

STATE NORMAL SCHOOL FOR COLORED PERSONS.

To the Honorable Board of Trustees of Kentucky Normal and Industrial Institute for Colored Persons, Frankfort

ATTENDANCE.

Gentlemen:—I am pleased to assure you of the continued healthfulness and growth of our institution. Though on account of our limited accommodations and facilities, no special efforts have been made to attract students, yet the past two years have seen us with as many students as we could accommodate, and at times we have been forced to write to some not to come, as we could not provide for their entertainment. Our students have come from all sections of our Commonwealth, representing well nigh all the counties. This fall we had the largest opening enrollment in the history of the school, and all through the fall term our attendance has kept ahead of former years. The indications are that we shall be overrun a little later on, notwithstanding we prepared a section of our new dormitory for occupancy to prevent an over-crowded condition. With the completion of our new dormitory our crowded condition will be relieved.

NORMAL DEPARTMENT.

Our normal course remains as heretofore a course of three years. Since my last formal report to you, twenty persons have completed the course and with possibly one exception, are teaching in the State. While the work of this department of the institution is quite good, nevertheless it is not entirely satisfactory. A material detriment, as hereinafter indicated, is the lack of ample class rooms.

INDUSTRIAL DEPARTMENT.

The work along industrial lines increases in interest and we are pleased to give it special emphasis, if possible, to the end that those who pass from us may become known as good and faithful workers, as those from our normal course are regarded as excellent teachers.

But our work along this line must be weak owing to the limited means available for carrying it on. As hereinafter pointed out the State contributes nothing to this most important line of training, accordingly the effort we make can result in nothing more than a smattering. Our effort, at present, is restricted to a certain few industries, and since my last report matriculations in these industries have been as follows:

Digitized by Google

Cooking	35
Printing	53
Plain Sewing	108
Carpentry	46
Agriculture	45

These numbers could be enlarged indefiniteiy by encouragement and improved facilities These several classes, in the practical application of the theories learned, are utilized as far as practicable in the operation of the school. The printing department does largely the printing for the school; the carpentry department does much in the way of keeping up repairs; the agricultural department, much in the care and cultivation of the farm. This latter department in its freer sphere, and with ampler facilities is enabled to accomplish more than the average department. For the year, 1904, most largely by student labor, the agricultural department has run with following as only a partial result: 24 tons clover hay, 8 tons of alfalfa hay, 16 tons timothy hay, 20 tons wheat straw, 604 bushels wheat, 250 bushels oats, 400 bushels corn, 49 bushels rye, 300 bushels Irish potatoes, 200 bushels sweet potatoes, 100 gallons sorghum, 3,600 pounds meat.

Receipts from dairy, $30 per month	$360 00
Receipts from garden and truck patches	360 00

SERVICE IN FAMILIES.

Our students come from many of the best colored families in the State and are generally polite, industrious and "apt" to learn. A majority of our boys work mornings and evenings in white families in the city. Frequent inquiry assures me that their service is highly satisfactory. In fact, we regard it as one of the missions of this institutions—and an important one—to impress those who come to us, that the contract or agreement between the employer and the employe, whether that contract is written or unwritten, is binding and inviolable, that while the employe expects the employer to pay the promised price for his service, he (the employe) is by every bond of honor bound to give his employer ready, polite and faithful service. Therein lies an honorable principle, the failure to recognize which has resulted so generally in dissatisfaction to the employer and hurt to the employe. To the inculcation of and insistence upon this principle may be ascribed the satisfactory relations that exist where our students serve.

INFLUENCE OF GRADUATES.

Nor does the good influence of the teachings of this school stop here. To develop good citizenship has been a cardinal purpose with us, and the effort has by no means been altogether wasted. In my last formal report to you I observed as follows:

"As the years go by, this mission is being worked out, and, more and more, the influence of this school is being felt, in the State along the lines

Digitized by Google

of integrity, industry and intelligence. This statement is not rashly made. An investigation reveals the re-assuring fact that of the females who have graduated from this school since its establishment seventeen years ago, only one has proved unworthy morally. The others are serving as respectable and respected wives, domestics and teachers.

"Of the males who have graduated from this school not one, as far as I have been able to ascertain, has ever been imprisoned for any cause whatever; by serving their time and generation as preachers, teachers, mechanics, and farmers, they are leading reputable and useful lives. The following facts concerning the graduates of this school are note-worthy: First, Our graduates are generally respectful, conservative and prudent. Second. By their integrity and industry they are serving the communities in which they live and are not seeking political office. Third. Some as ministers of the gospel are holding charges of first importance in their churches. Fourth. Graduates of this school as teachers, are filling with credit positions as principals and teachers in important cities as well as in country schools. Fifth. As husbands and wives, they are furnishing respectable families and creditable homes.

"It was my pleasure the past summer to attend a large religious convention in the State. In that meeting, representing the church organizations of their several communities, were eight graduates of this institution, more or less giving direction to the business of the meeting. In the election of officers one of the these graduates was elected president and another treasurer of this convention. Thus it may be seen that the graduates of this school are contributing materially to the Commonwealth's peace, good and useful citizenship. And not only the graduates, but the great army of under-graduates as well. For an investigation now in progress is developing the fact that under-graduates who are here sufficiently long to be impressed, contribute comparatively fully as much to the State's weal. With this objective point ever before us, this institution with the years and added facilities will yield good proportionately greater."

VITAL NEEDS.

In the prosecution of this work one finds genuine pleasure; he feels that he is really serving his age, his State, his race. The effectiveness and completeness of his effort must depend largely upon the equipment for the work. Our equipment is not complete. With your permission I mention the needs which greatly hamper us in our efforts to accomplish the great results expected of the school.

DORMITORY.

First, the completion of our new dormitory. For nearly two years the building has stood in an unfinished, uninhabitable condition, while we are pressed, inconvenienced and embarrassed for just such room as the building was intended to furnish. Further, also the present plan contemplates the

Digitized by Google

heating of this magnificent dormitory, the gift of the State, with stoves and grates. The danger from fire incident to this plan of heating is very great indeed, and considering its noise, its expensiveness, its dirt, its soot and smoke, the plan is quite undesirable. Our present dormitory has caught fire from stoves or grates three different times, and fortunately in each instance the fire was discovered in time to be extinguished. But may not this be our solemn warning? What a catastrophe is likely with dormitory afire at night when occupants are abed! A steam or hot water plant for heating has been suggested as much more satisfactory and much more economical.

WATER.

A second need of our school is an adequate water supply. Our only source of water is the two cisterns on the premises. These do not furnish water sufficient for ordinary use, and we are driven to the necessity of hauling water in barrels from a spring a mile way. There is absolutely no protection to our buildings against fire. With empty cisterns, and buildings adjacent as they are, fire once started would consume much of what has been added in years. The idea of extending the city water works to us has been abandoned as impracticable and expensive, but we have been assured that an effective and satisfactory local or home water system is entirely practical and most economical.

TRADES AND WORK.

Another need is that of an opportunity to teach boys and girls useful trades. We can do absolutely little along this line as constituted at present, and we are confronted with the condition of boys and girls wanting to work rather than teach, and we are unable to give them anything like proper training. Without greatly lengthening this report, I wish to submit one or two of the many letter that come making inquiry as to our preparation for teaching useful trades:

MT. STERLING, KY., April 5, 1905.

Prof. J. S. Hathaway, Frankfort, Ky.,

Dear Sir: I write you concerning the various trades that are taught in your school. I have two or three boys here in this place that want to attend your school and asked me to write you for them to find out the different industrial departments taught there. How are you situated to teach them? Please inform me at the earliest date possible. They are anxious to enter your school and learn some trade. I will wait your reply.

Yours,

R. H. HOLLY.

Digitized by Google

LEXINGTON, KY., September 23, 1905.

Prof. J. S. Hathaway,

Dear Sir: I have a boy that I have been thinking of sending to your school, but I did not know about the trade department and thought that I would write you. Can he get a good knowledge of blacksmithing? He would be quite useful to me and the community and I am anxious for him to learn the trade.

I hope to hear from you soon. I often hear of this school through your paper. I am,

Yours truly,

B. D. BLACK.

SUMMARY.

Gentleman, I earnestly hope the foregoing needs—adequate water supply; completion of our unfinished dormitory with safe and economical heating plan; improved facilities for training boys and girls along industrial lines—may receive your timely and serious consideration. Our school should not longer, short of necessity, risk its buildings unprotected against fire, to say nothing of the shortage of water for ordinary use; nor should it undertake to complete our new dormitory with stoves and grates. Nor should it longer, short of necessity, neglect the industrial training of the boys and girls who seek it here.

The ordinary income of the school being fully taken in the running of the school, its repairs and the liquidation of the indebtedness for grounds purchased, it seems that the only course open is an appeal to the people through their Legislature. Doubtless this is an unpleasant duty, but the people of Kentucky, essentially the white people of Kentucky, own this school with its grounds and buildings; they are generously appropriating them for the training of the negro youth as hereinbefore indicated. There is no doubt in my mind that they want these buildings amply protected against the ravages of fire and made safe, efficient and comfortable so long as they are successfully used to the end for which they erected them. It is not well and generally known that notwithstanding the vital importance which all agree industrial training is to the youth, that nowhere in our State, since he has been debarred from Berea College, has a negro youth the opportunity to learn a trade. Nor is it well and generally known that the Commonwealth, while maintaining our Normal department fairly well, appropriates nothing whatever here or elsewhere for the industrial training of the negro. We devote to our industrial efforts what money comes to us from the Federal Government through the Morrill acts, but that sum is small—too small to be efficient in producing good results. The needed thing is to have this insufficient Federal fund for industrial training reasonably supplemented by the State. Asking it, our appeal will not be in vain, for good and practical results along the line of industrial training is the wish of all right thinking people. They realize that the work of the hour is to train the race into industrious habits; that this training can not, with safety, be ignored—that it must not be neglected.

Digitized by Google

APPROPRIATION.

If the Legislature will allow the institution the sum of six or seven thousand dollars annually for the accomplishment of all these ends, viz.: The completion of our new dormitory with modern plan of heating; the securing of an adequate water supply; a more satisfactory industrial training, I am sure by the economy we practice, we can realize all these needs in the course of reasonable time. We can not have them as soon as we would if a larger appropriation was forthcoming, but by additions each year, in time, we could work out the problem, and often it is better to come into possession of ends by stages rather than by sudden bounds.

I close this appeal by reference to the earnest words of President Roosevelt, delivered at Tuskegee during his recent Southern tour. I need no further proof than I already have, that you and the present Governor of our Commonwealth, and too, the people of the State whom you as trustees represent, are in fullest accord with his every sentiment here expressed:

"Within the last twenty years the industrial operations of the South have increased so tremendously that there is scarcity of labor almost everywhere; so that it is the part of wisdom for all who wish the prosperity of the South to help the negro to become in the highest degree useful to himself, and, therefore, to the community in which he lives. Viewed from any angle, ignorance is the costliest crop that can be raised in any part of the Union. Every dollar put into the education of either white or black man, in head, in hand and in heart, yields rich dividends to the entire community. In the interest of humanity, of justice and of self-protection; every white man in America, no matter where he lives, should try to help the negro to help himself."

OUR NEEDS.

Aside from the foregoing needs mentioned as of first importance, there are several other advantages, which, if the school could enjoy, would greatly benefit this institution and enhance its influence for good to the Commonwealth. Some of these will come with the realization of the aforementioned needs. You will permit me, however, to call your attention to one of only secondary importance. In doing so, I may simply quote from my last report in reference to this feature since the conditions remain the same:

PRACTICE SCHOOL.

"A Normal School carries with it the idea of a practice school, just as mention of a medical school carries with it the idea of a hospital. The Normal Schools in well-nigh every State of the Union have associated with them practice schools, where those who are about to enter upon the great work of teaching may observe and practice teaching under the direction of a master of the profession. Correspondence and official blanks to be filled invariably assume that we have such a school. It is to be hoped through your favor our

Digitized by Google

school may possess this feature before a great while. The patrons of the colored school district adjoining our premises, it is learned, have circulated and with marked unanimity signed a petition requesting attachment to this institution, that their children might form such a school. The accomplishment of this desirable end, therefore, simply awaits the action of proper officials."

LARGER ROOMS.

Our growth has brought us face to face with another condition that is embarrassing. We are not only absolutely in need of more class rooms, but some of our classes are too large for our largest class rooms; that is to say, we are in need of more class rooms and some rooms larger than we now have. The instructors of these over crowded rooms insist that it is impossible for them, under the conditions, to do thorough and satisfactory work. They are mostly the classes of those important grades from which our undergraduate teachers in the common schools are taken, and in the county examinations this lack of thoroughness often manifests itself to the hurt of the school. What remedy is open to us? We can not divide these classes for we lack sufficient rooms for the classes as now constituted; besides division would demand additional teachers. A building of four or five ample class rooms would relieve this serious embarrassment and enhance the efficiency of our instruction many fold.

LIBRARY.

One other matter I take the liberty of mentioning—a library. A gentleman of prominence in the State is of the opinion that Mr. Carnegie would present us with a library building if our need along this line was properly brought before him. This gentleman has been instrumental in securing a Carnegie library for a school in this State, and is willing to lead in an effort for one for our school if you approve the idea. I am encouraged to regard the matter favorably, since colored schools of our kind in other States have already received libraries at the hand of Mr. Carnegie. I trust you will give the effort your approval and support. Heretofore and at present our library has occupied a room in our main or recitation building. The increase of students is making demand for this room.

OFFICIAL VISITOR.

Prof. M. A. Cassidy, the able superintendent of the Lexington City Schools, who, in August last was invited by you to officially visit the school, inspect its work, investigate its methods, with purpose of reporting to you the results of his investigations, together with such recommendations as he might think wise and proper, in order that the work of the school, if possible, might be enhanced, has already made two visits to us, and in his own way is acquainting himself with the running of the institution. Prof.

Digitized by Google

Cassidy's great adaptability for this work, both by nature and training, coupled with his long experience and recognized ability in the educational field, makes his selection by you as the official visitor of this institution eminently a fit and proper one. It shall be my pleasure to fully co-operate with him in every way, feeling assured, as I do, that his effort will result in great good to our work here.

In submitting this report I wish to avail myself of this opportunity to again express my appreciation on behalf of my people for the gift of this school. The people through their representatives established it and are maintaining it as best they can. I wish more especially to remember appreciatively the members, individually, of the Legislature of 1902, who when, as now, we were in dire straits, so generously and unanimously responded to our appeal.

I can not close this report till I have expressed thanks to you, gentlemen, for the interest and wisdom you have exhibited in directing the affairs of this school; under circumstances trying, sometimes, yet your patience, thoughtfulness and wisdom have ever been equal to the occasion. The school has prospered through your self-sacrificing efforts.

I desire to tender thanks to Gov. J. C. W. Beckham for his great and distinguished consideration. As chief magistrate of the Commonwealth he has visited our school, has noted the work we are doing, and in his messages has called attention to it. To the measures that have passed the Legisture for the benefit of this school, he has readily given his approval—all to the great end of a prudent and thoughtful negro citizenship of integrity and industry.

Very obediently,

JAMES S. HATHAWAY.

Digitized by Google

Digitized by Google

EPISTOLARY REPORTS

OF

County Superintendents

FOR THE

Two Years Beginning July 1, 1903, and Ending June 30, 1905.

Digitized by Google

Digitized by Google

Anderson County.

LAWRENCEBURG, KY., November 15, 1905.

Hon. James H. Fuqua, Supt. Public Instruction, Frankfort, Ky:

Dear Sir: I have to report a great improvement in the schools of this county within the last two years. School houses all over the county are being repaired and put in better order than ever before, and the graded school district at Lawrenceburg has built a new house at a cost of about $15,000, which is admirably adapted to its purpose and is an ornament to the community. A two story brick, slate roof, heated from furnaces, and contains eight school rooms and a handsome chapel. An additional teacher for this district was employed this year, and another will probably be necessary next year. An election has been called for the purpose of establishing a graded school at Tyrone, and the movement will probably be a success. Both of these schools are doing fine work, and I believe they will continue to improve so long as they retain their present excellent corps of teachers.

In the county the teachers are constantly striving after higher ideals, and are taking special courses, by correspondence and otherwise, to prepare themselves for better work in the future. Our people are showing an increased interest in the work of the schools, and are attending the meetings of Teachers' Association in larger numbers than ever before. These meetings are always addressed by professional gentlemen who are interested in educational work as well as by the teachers themselves, and there is abundant evidence of the good effect of these meetings.

I do not believe that the people of this county are yet ready for any considerable modification of the present trustee system, although there is some sentiment through the county in favor of the consolidation of districts and the establishment of graded schools at central points, and I believe that this latter idea is worthy of careful consideration by the next General Assembly.

We had a fine class of graduates from the county schools last year and are expecting more of them at the close of the present term.

Respectfully yours,

M. L. CHOWNING, County Superintendent.

Digitized by Google

Bell County.

Hon. James H. Fuqua, State Superintendent Public Instruction.

Dear Sir: Progress in school affairs is our motto. Four years ago, through the press, I asked the people of Bell county why the educational interests of the county should not keep pace with the industrial developments. The answer came, there is no reason why they should not.

Then, as now, great industrial movements were in progress. Only to-day the movements are multiplied by many and are carried out on a much larger scale. Railroads are being constructed, thousands of acres of coal lands opened up, new mines begin operation every few weeks, and schools spring up, where, only the year before, few pupils were in the place.

Two lines of railroad are now in process of construction in the county. One opens up over 14,000 acres of some of the best coal lands in Southeastern Kentucky; the other, over 26,000 acres with about as good prospects. Fully half of these lands are within the boundaries of Bell county.

I mention these industrial developments in order that I may better show their effects on our schools. To illustrate the effects I shall give a few figures. My census report for 1902 shows district No. 22, for that year, had 30 pupils; for 1903, 78 pupils; and for 1904, 149. This is the result of three new mining camps and a railroad in the district. District No. 19 for 1899 showed a census enrollment of 66 pupils; for 1902, 112; for 1903, 126; for 1904, 132; and for 1905, 192. This is the result of a mining camp without any change of boundary of the district. District No. 3 for 1899 shows 82 pupils; for 1902, 171; for 1904, 214; and for 1905, the combined report for the two new districts of the old one shows 260 pupils, as result of four mining camps and a railroad. A number of others show nearly as good results.

For 1902 the report of the schools for the county, outside of Middlesborough and Pineville, showed an increase of 69 pupils over that of 1901; for 1903, 199 over that of the previous year; for 1904, 225; for 1905, 97.

We have tried to keep the increased efficiency of the teachers, the

Digitized by Google

advance in the grade of work done in the school-room, and the building and equipment of houses along with the increase in number of pupils. The school and house above is a good illustration of this, though more than likely they show up better results than the average school.

This is the Straight Creek School, Dictrict No. 54. The district was established in 1900. One of the National Coal & Iron Co's. cottages, with many disadvantages, was used as a school house up to 1904. Then the above house was built with two large rooms. Water is brought into the building through pipes from a mountain spring. The property is valued at $1,200.

Mr. R. E. Lawson, who holds an A. B. degree from Williamsburg Institute, Williamsburg, Kentucky, has been principal of this school for four years. For three years of this time he has had the efficient assistance of Miss Mollye Ramsey, of Pineville. They put the school on a new basis. The work has been re-organized throughout, and a special course of study has been followed, no detail of which has been left undone. This year the miners met and voted funds to extend the school four months, thereby creating a ten months term.

The district at present has in it 249 pupils, with an enrollment in school of 207 and an average attendance of 141.

The present board of trustees are L. E. Pike, chairman; A. C. Elswick and J. C. Young, trustees. The people and trustees take great interest in their school and often speak with pride of its success.

Other schools have advanced along with this one, though perhaps few of them have advanced so rapidly in such a short length of time. One other, the Wasioto school, has been a leader in some of the most advanced methods and work for a long time, and still has the lead in some respects.

But we have some drawbacks, the most serious of which is lack of thorough work in primary studies. I don't mean this is true of every school, for we have some of the very best of primary work done in some of them. But, taking the schools as a whole, it is true.

I find that language, reading and writing are more neglected than any of these. It seems that the teachers have thought them of little importance as compared with some other studies, and, for the time being, have forgotten that they lay the foundation for all our future work in school.

In order to overcome this tendency to drift, through neglect,

Digitized by Google

away from these most essential studies, I have brought up the question and had it discussed in my institutes, have brought it before the teachers and people in our teachers' associations and have discussed it privately with many of the teachers and offered suggestions.

This prepared the way for further steps, and two years ago I got an agreement from the teachers to put language in the hands of their pupils in the second reader grade and up where the students were not able to take grammar. Then in my annual visit to the schools that year I made a record of every school that was using language and the number and grade of the pupils using the same. I found that about one-third of the teachers had complied with their agreement. This was a start. Since then I have kept up this record and have kept the matter before the teachers till this year I found all the schools, with possibly five exceptions, doing some work in the study. We hope in a few years to bring about some desired results.

For reading I have fallen upon another plan. Have taken some of the best selections, new and interesting, I could find and have read and discussed them before the schools, giving them in this way a concrete example of what should be done in this subject.

This year we began a movement for placing the new series of copy books in the hands of all the smaller pupils and for giving some time each day for teaching writing as a separate and distinct subject, besides the work done in it in connection with other studies.

These are a few of the things that have taken place and some that have been accomplished, Now I shall turn my attention to the questions you ask me to discuss. Some I shall take up very briefly.

As to the trustee system, I am not in favor of the present one. It is anything but a success. In saying this I do not mean to bring a charge with anything personal in it against trustees. No, it is not against them I speak, but against the system under which they have to work. Probably trustees do as much as could be expected as things now exist.

But I am in favor of the county board system, though I foresee some dangerous results that might come from it. For one, in the hands of corrupt men a great injury can be done a county by putting in unqualified teachers. Then, too, it seems to me that politics is liable under this system to get a bigger hold on the schools—and almost anything before this. But this is only a conjecture, and

Digitized by Google

no system can work much without the best of men, I know. In the hands of men, who are well enough educated and honest enough to deal out justice according to merit, the system is a good one. Though, with all the evil that might come from it, I am for it; for in most cases I believe it will fall in good hands and do much more good than the present system.

It will be all right to establish training schools, providing they are made better for the interests of teachers than any other schools in the State and provided, too, teachers are compelled to attend them for a certain length of time each year—say one month before schools open. Otherwise I don't think they would be patronized much and believe the good results to the teacher would be very little.

I can't say that I favor local taxation for better pay of teachers or for lengthening the school term. In this way it is left to each county to vote a tax, and this puts the whole thing on an uneven footing; for some counties are already burdened with heavier taxes than others, some wealthier, and some with people more ready to vote in a question of this kind. This leaves the county poor, financially, the county with a heavy debt and the one with very little educational spirit at a great disadvantage. I think all funds for these purposes should be raised by State taxation.

For the building and equipment of school houses we need the county unit system of taxation, as has been outlined in one of the reports from your office before. This is one of our very greatest needs. Houses can not be built and furnished as they ought to be under the present system. Too many of us have tried it and failed. Give us the county unit system, with the privilege of collecting a small tax off of all the county for a few years, and school houses will spring up all over Kentucky where to-day there are none, or as good as none in many instances.

And I am not one who believes that all system, just because it is of the present, is a failure. By no means; for I can see much that is good in our present system of education—much that has been bringing about wonderful results through the years as they have passed.

This is my letter to you. I hope the next Legislature will give us a change in the trustee system, in taxation for building purposes, in the pay of teachers, and that a graded course of study will be gotten out for the whole State.

Yours truly,

H. H. Fuson, Supt.

Digitized by Google

Boone County.

Since the lengthening of the school term without an increase of wages, the schools of this county are on the decline. As a result of the above, many of the best teachers are leaving the county and either seeking a better salary elsewhere or different employment.

Eight or nine districts have no teachers because of existing conditions. However, I believe it will redound to the good of the schools as I find the people are beginning to realize that something must be done. I propose bringing the local tax before my people next year, and I believe it will carry. I am in favor of abolishing the present "trustee system," and trying the county board. I am also in favor of normal schools for the training of our teachers.

I believe twenty years of age should be the limit in granting certificates instead of eighteen. We can not expect children to properly teach and train children.

I trust the coming General Assembly will enact some wholesome laws for the betterment of our schools.

Respectfully yours,

D. M. SNYDER, Superintendent.

Bourbon County.

PARIS, KY., November 22, 1905.

There has been some improvement in our county schools during the last two years and there is still room for much. The schools are better graded, the attendance is larger, the older pupils stay in schools longer, teacher and pupils more interested, a greater number of patrons and trustees visit the schools. The desire to have the pupils complete the course and graduate is greater on the part of both teacher and parent. A greater number of districts supplement the teacher's salary.

I have no complaint to make of the present trustee system. Bourbon has good, bad and indifferent trustees, but I doubt greatly if

Digitized by Google

the county board of education would be composed of all good men. Let the trustee system alone and train our teachers. All trustees (good, bad and indifferent ones) desire to employ the good teacher, and they who have the training and experience are usually at a premium with us.

The need of normal schools or a normal school (I don't care which) is the greatest educational need that Kentucky has. Make it separate and apart from all other schools. Let the faculty or faculties be composed of those who have been trained to train the teacher. Children know when the teacher knows how to teach and they know when the teacher is making a failure.

The demand for the training school for teachers is greater in Kentucky than it ever was and I trust that our next General Assembly will do its duty in this matter.

We have but one district that votes a tax to lengthen the term and supplement the teacher's salary, and there are but few districts where such a tax could be voted.

County taxation is the only way our terms can be lengthened in a uniform manner. This would be hard to do as our county has such a large colored population and this population owns such a small part of the property However, I believe, in a year or two, with hard work such a tax can be voted. Our people are awakening to the fact that we need better schools, i. e., longer terms, better teachers and better salaries.

Our county has manifested more interest in education during the last year than she has ever done; an interest has been aroused that is beyond anything I had anticipated.

NELLIE BEDFORD CLAY, Supt. of Co. Schools.

Boyle County.

DANVILLE, KY., August 3, 1905.

The schools of my county are doing reasonably good work, although they, as well as the rest of the common schools of the State of Kentucky, have received a dreadful blow on account of the late school text book law passed in the last Legislature.

It seems to me that the Legislature, in their desire to accomplish something great before the people of the State of Kentucky, acted as Paul has said, "with zeal without knowledge," and in so

Digitized by Google

doing have committed, in my judgment, a most egregious blunder. They passed a law naming the price at which text books for the children of the common schools in Kentucky should be sold. When they did that they gave the children an inferior set of text books, and it has crippled to a certain extent the common schools. Now, when the books were submitted to the different county boards no one made any submissions except one company, that is, practically none. So there was but one thing to do, to adopt the books set before us.

Now we have this condition of things: Here comes a man with one book or two books, or more, say Baldwin's readers, or Shinn's history of the United States and exchanges these good books for a very inferior lot of books and pays the difference in price, which is nearly one-half the cost of the book originally. And while our Solons come before the public like Job's advisers, expecting that wisdom will die with them, the passage of this law, in my judgment, has cripped the schools of Kentucky more than any one thing that has ever happened to them, and any man, though a wayfarer, may read as he runs and see that it is true.

We expect on August 7, in Junction City, Kentucky, to convene the joint institute composed of Boyle, Garrard and Lincoln counties. We expect a profitable time.

That the common schools of the State of Kentucky may grow and flourish and accomplish in every respect the purpose for which they were instituted, is the desire and wish of your humble servant.

Breathitt County.

In handing you this, my second biennial report as superintendent of common schools for Breathitt county, I am pleased to say that we have ninety-six schools in all; ninety-five white and one colored; most of them, I am glad to say, are in charge of efficient, earnest, energetic teachers whose good work is telling for itself in the community where they labor. What we want is a full corps of such teachers, whose faces are radiant with the noble characteristics of true manhood and womanhood.

I notice a deeper interest is manifested among our teachers as

Digitized by Google

the years come and go. It seems to me that a Bible class would fill a long felt want in our common schools in the makeup of the manhood and woman so much needed among our teachers and citizens.

I trust that our coming Legislature will in its wisdom relieve us of the present trustee system and devise a way for an honest, unprovoking county board of education. Let our teachers have more training, more work and better pay.

Hoping that our people may be moved to an emulation for a higher standard of citizenship and education,

With kind wishes, I am,

Sincerely yours,

HENRY B. NOBLE.

Butler County.

The schools of Butler county are, at present, in a fairly prosperous condition, notwithstanding the fact that we have several obstacles which impede rapid progress. I have just completed my annual visits to the schools of this county, for the present school year, and find the attendance better than usual, yet it is far from being what it should be.

One of the greatest hindrances to the cause of education in my county is the lack of a more rigid compulsory school law. The Hiles bill is inefficient and practically worthless in many localities, because trustees will resign rather than see to the enforcement of this law, so a great many patrons ready take advantage of its weakness. Besides a majority of those who persist in violating our present compulsory school law belong to the poorer class and fines could not be collected if the law was enforced. Let a law be enacted that will provide for compulsory attendance during the entire term instead of two months, with a more severe penalty attached and whenever the violater of this law fails or refuses to pay the fine, let him be punished by imprisonment in the county jail. This may seem severe but I deem it the best and surest remedy for the now existing evils. We have some very earnest and energetic teachers, yet there are many who are young and inexperienced. Some of our best teach-

Digitized by Google

ers are leaving the profession for better pay in other vocations. While we heartily appreciate what has been done by the law-making body of Kentucky for our common schools, by furnishing more money for the extension of our school term, yet the salaries are not sufficient to hold and command all our best material of the teaching corps. My experience has taught me that a well equipped teacher will accomplish more in four months than a poor one will in six months.

Let the examination be more rigid and give an increase of salaries that will enable all districts to employ good teachers. As I have before stated, section 157 of the Constitution makes the building of school houses a slow business in Butler county. But few of our districts are able to build a house with one year's tax and whenever a building contract is made, according to which the district's indebtedness will exceed one year's levy, our lawyers are ready and anxious to bring suit enjoining the collection of the taxes. The best and surest plan to build a school house in this county is to urge the district needing it to vote a tax for that purpose. This has been done by some of our districts at the recent election. However, some legislation is badly needed that will assist us in getting funds for building and furnishing school houses.

Bullitt County.

SHEPHERDSVILLE, KY., November 9, 1905.

Superintendent J. H. Fuqua, Frankfort, Ky.

Dear Sir: The schools in the county of Bullitt are in a progressive condition. Our teachers are young and enthusiastic, trying to "teach" the pupils in their charge. They are not "school keepers," but "school teachers," and I know their efforts are appreciated.

We have in the past two years had a "weeding out" of teachers in our examinations. The result is that we have three schools that will be taught after Christmas. They are under contract to begin the first Monday in January. Our young people are working harder to qualify themselves for teaching than ever before. Our annual county commencement during the week of the institute was quite a success. We had twenty graduates.

C. P. BRADBURY, County Superintendent.

Digitized by Google

Calloway County.

The schools of Calloway county are doing substantial work. We have good school houses in most every district. Two or three, however, are slow to vote a tax to build a house but I think in one or two more years they, too, will have good houses.

At present there are eighty white and six colored districts in this county. Since I have had the honor of being county superintendent—only one term—we have made three new white districts and abolished one colored, built ten new houses and repaired several more. All districts that were in debt when I came into office, four years ago, have paid their debts and are now enjoying a progressive school. Only those districts that have recently built or repaired their houses are in debt.

The trustees are more interested in securing good teachers and furnishing the needed incidentals than ever before. We attribute this largely to the influence of the teachers' associations held each year in which the growth of interest has been rapid; so much so that we have held them at churches instead of school houses. We have thirty to forty teachers present at each meeting. The people take great interest in the questions discussed by the teachers. The house is always full of trustees, parents and children.

I am sure the sentiment of the people of this county is opposed to the abandonment of the present trustee system and establishing a centralized county board of education. We believe that such a system would place our schools within an easy reach of the grafter, and especially in counties where there is strong factional or political feeling, teachers would be placed by favoritism instead of the one idea of educational advancement.

If each county superintendent would see that every applicant passes an honest examination, all papers graded upon merit, that the restriction required by law be rigidly enforced, and absolutely refuse to grade the papers of any applicant who gives or receives help on examination we would have none but qualified teachers which is the essential element of a live, progressive school. What we need is not more law, but the enforcement of what we have.

The teachers of this county are reading professional literature,

Digitized by Google

and consequently are making some advancement in teaching ability. What Calloway county teachers need most is professional training; we would be glad to see some provision made by our next Legislature establishing at least two State normal schools, for the training of the public school teacher, as has been suggested.

Something which might help Kentucky's schools: The teachers of each county organize into a county union for the purpose of correlating and discussing at their meetings ideas relative to advancing their work. Some provision for the better payment of teachers, that better men can come into the profession and stay. Local taxation, as passed by the last Legislature, seems to be a failure. Politicians of every name and order keep their dirty hands off the public schools. An act authorizing the fiscal court of each county to pay each chairman of the board of trustees ten to fifteen cents per pupil child for taking and returning to the superintendent's office the census report, this would be a small remuneration for each trustee as he in his turn became chairman.

Campbell County.

ALEXANDRIA, KY., November 12, 1905.

Hon. J. H. Fuqua, Sr., Frankfort, Ky.

Dear Sir: I am able to report that the schools of Campbell county are in good condition, and this is especially true as to character of school buildings, and of the teaching force in general.

In answer to the questions which you present in your circular letter, will say that, in my judgment, the "county board of education," on a similar plan as employed elsewhere, is so far superior to the present trustee system as the latter exists in many of our rural districts, that our schools would be vastly improved by the adoption of the former.

In regard to the establishment of training schools, I am of the opinion that while much good would be derived from their establishment in our State, experience elsewhere shows that the same results would be accomplished with much greater satisfaction, and with more efficiency by the independent normals.

Digitized by Google

I am heartily in favor of local taxation, or of any other legitimate method whereby the salaries of our teachers would be supplemented.

From study of conditions in our county, which are by no means peculiar, I have concluded that the requirements for county certificates should be raised, and particularly that the third class certificate should be abolished. Many applicants to whom the board of examiners in the various counties are compelled, under the law, to grant third class certificates, are absolutely unfit in other respects to follow the profession.

In addition to the above suggestions, I wish to call attention to a proposed provision, the adoption of which would considerably relieve the school authorities in many counties. For some time past we have had an insufficient supply of legally qualified teachers, and under existing laws no power is vested in any State or county official to fill vacancies so occurring. In our county we have felt urgent need of a general provision of such a nature—so urgent a need that I am surprised, upon reflection, that such legislation has not long since been passed.

Very respectfully,

W. W. WHITE.

Carroll County.

It gives me pleasure to report the schools of Carroll county in a thriving condition. The increased per capita and six months term has brought a number of young teachers into the work, many of whom are making the best teachers of the county. The children of school age are decreasing from year to year and this will necessitate the abolishment of several small country districts before long.

The present trustee system is a source of a great deal of trouble in our school work. Many districts will never hold any election and it is often difficult to get the required number of good men who are willing to serve. I am heartily in favor of the county board of education or any thing to reduce the number of trustees. I am in favor of one training schools for teachers, but for the present would never favor more than one.

ERNEST LEWELLYN, Supt. Carroll Co. Schools.

Digitized by Google

Christian County.

The schools in Christian county are yet far from what I should like to see them, but it is with gratitude that I am able to report some progress since my last biennial report. All of the one hundred and forty-six schools having been visited and found in fairly good condition.

We have built eight new school houses, have furnished and repaired, substantially, a number of others, while several districts are collecting tax annually and will build as soon as the amount raised is sufficient. The city of Hopkinsville has completed and furnished this year another handsome, modern building of eight rooms, at a cost of nearly $25,000, making three large buildings now in use by the city schools, which are equal to any in the State. Our graded school at Pembroke is also in a flourishing condition.

The enrollment of the county schools last year was unusually good, and for several months the attendance was larger than ever before known. An epidemic of smallpox, however, closed many schools for a time and materially decreased the attendance at a majority of them.

During the past two years we have had, from the county schools, fifty-two graduates, to whom diplomas were presented; the Pembroke graded school had twelve and the Hopkinsville schools had twenty, making a total of eighty-four. The interest in this feature of our work is increasing and I trust a rich harvest of graduates will result from the seed I have endeavored to sow.

Our institutes have been elevating and the teachers have received inspiration and instruction therefrom that are manifest in the school room.

Our county associations have been largely attended by both teachers and people and have been the means of bringing the parents into closer and more sympathetic touch with the teachers and the schools.

We have lost many of our best and most progressive teachers during the past two years on account of the scant remuneration received for the work. Never before were so many young and inexperienced teachers standing before classes in our school rooms.

Digitized by Google

Oh, the great and crying need for normal training schools where they may be fitted and prepared for this important and responsible work. We hope for great results in this direction from the efforts of the Kentucky Educational Improvement Commission.

Christian county is still making a good record in the reading circle work, having been in the lead from its organization--both for teachers and pupils. We have bought more books than any county in the State. A wonderful interest has been aroused among the boys and girls for good literature and the influence has permeated the school district where libraries have been organized. Whole families are reading more good, wholesome books than ever before, which must surely result in great and lasting benefit to the community. There were fifty-seven districts with libraries at the close of the school year in June and already many others have secured means for the purpose of books. As you will see from my statistical report nearly one thousand dollars was expended during the past two years for district libraries, in addition to the amount for the teachers' libraries and also a large number of the reading circle books bought by individuals.

We are very grateful for the additional month in our school term and for the increase in the per capita. I trust the next Legislature will do much for the schools of the State—a new trustee system, a longer term, better pay, normal schools and consequently teachers better equipped for the work, a stronger compulsory attendance law, and an improved system of taxation would materially increase the efficiency of the schools.

Clark County.

WINCHESTER, KY., October 2, 1905.

Superintendent Jas. H. Fuqua.

It affords me pleasure to report to you that the schools of Clark county for the past year have done very good work, and that they promise to make advancement in the future.

Our institute conducted by Prof. A. C. Burton was very helpful to the teachers as he dealt with the problems that confront them.

Our district associations have been very successful, but we

Digitized by Google

should have a greater penalty for non-attendance, as the teachers that need the help derived from them are the ones that do not attend.

Most of the school houses are in good condition and supplied with furniture, charts, etc.

I believe the State is paying enough to the schools, and that we should supplement this with a county levy, and pay our teachers better salaries.

Very truly,

C. A. TANNER.

Clay County.

MANCHESTER, KY., November 9, 1905.

Hon. Jas. H. Fuqua, Sr., S. P. I., Frankfort, Ky.

In compliance with your request, and in accordance with common school law, the following is my report of the condition of the common schools of Clay county, Kentucky:

Since my former report made two years ago, one month has been added to the common school term, and all of Clay county schools have enjoyed at least six months term. During the past two years there has been progress in the common schools both in the percentage of attendance and in the quality of teaching; but there is yet great room for improvement in both these particulars. The school houses, also, have been improved and the children, as a rule, more comfortably seated. The largest districts, however, have not adequate accommodations. For such districts it would require a house of at least two rooms, with a principal and an assistant teacher, in all classes where the regular attendance exceeds sixty pupils. There is a crying need of reform in this particular. If local interest could be stimulated to the point of providing funds sufficient to have an efficient six months term of school in all districts it would be a great advance over present conditions.

To fully discuss the present trustee system against the county board of education would require a lengthy article. If we could have honest, intelligent, patriotic trustees there would be no need of changing to county board. If we could have a county board of

Digitized by Google

honest, intelligent and patriotic citizens, everybody would welcome the change. If the present trustee system is to prevail, two measures would largely increase its efficiency. First, let the law make it imperative that every district have a district fund out of which to pay current expenses. Second, let the chairman of each district be paid a reasonable compensation for services rendered, which should be subject to the approval of his fellow trustees and the county superintendent.

The advocates of the county board system hope thereby to eliminate graft and nepotism from the common schools; but members of the county board will doubtless be subjected to the same influences that often control trustees under the present system. The county superintendent possibly overruled by the county board would be no longer the efficient, responsible head of the system of public schools. His responsibility would be divided up with a half-dozen others, which would be hard on a capable superintendent and disastrous to an efficient administration of the office of county superintendent. If a county finds it difficult to place a single, capable and efficient man at the head of its public school system, how much more difficult would it be to place half-dozen such men in charge of the public schools? It would be too much to expect that the county board could be kept out of partisan politics; or, that its actions would be free from influence and favoritism.

That all teachers need professional training can not be gainsaid. One drawback to efficiency of rural schools is want of trained teachers. Such schools are often conducted by immature boys and girls who possess only a smattering of the common school branches. Their methods are erratic and inefficient. The results are practically *NIL*. Training schools should be established for convenience of teachers, and after a certain time has elapsed, no teacher should be allowed to teach who could not show a certificate of having attended one or more sessions in a training school.

There is one very serious phase of teachers' examinations upon which I desire to lay great stress. I allude to the barter and sale of State Board questions. For some years past there has been constantly increasing traffic in State Board questions which reached its climax in this part of the State in the year 1905. The State Board questions were on sale prior to every examination, and gave the county board of examiners great worry and annoyance. When we consider that a few dollars collected from each of the one hundred and nineteen counties of the State amount to such a large sum,

Digitized by Google

we can readily account for the large profits in this iniquitous business. The practice of buying the State Board questions has become quite common, and is corrupting the very flower of the State. This unlawful and dishonest procedure should be prevented at any cost. There need not be the slightest difficulty in stopping the sale of the questions once for all. Let the State Superintendent keep on hand in advance a half-dozen or more sets of questions. From these sets let him select, on the day of mailing, the set of questions to be used in the coming examination. By so doing, no one, not even himself, will know the set of questions that will go out in the May examination, or in the June examination. If the conduct of the examinations is not changed, they may be considered no better than a farce.

I am decidedly in favor of local taxation. Not so much for the purpose of lengthening of the school term. The State per capita is insufficient to pay for competent instructors. Local taxation should supplement the teachers' pay; improve the equipment of schools and give an efficient six months term to every district throughout the State. An incidental feature of local taxation, not to be overlooked, is that when people pay taxes directly to a cause they become deeply interested in the expenditure of the fund.

Yours truly,

I. S. MANNING, Co. Supt. Clay. Co., Ky.

Clinton County.

ALBANY, KY., November 13, 1905.

Having visited most all the schools this fall, I am forced to concede that our school system is not a model of perfection, and I fear not by any means what our legislators expected it to be.

I find that the attendance at most schools low, houses very bad, and furniture, etc., no better. With all my efforts to get new houses built we still have many houses totally unfit for service, in which cases it has been impossible so far to get trustees to levy a tax. However, since January 1, 1905, I have seen three new houses erected and one repaired.

Most of my teachers are new hands in the work, many of the older ones having grown weary of "pulling" for school under the pres-

Digitized by Google

ent trustee system, have sought other fields of labor. The effect of this desertion of the experienced teachers is being felt in the schools, for in teaching, experience is certainly an important factor.

I believe our present trustee system is a failure, and I favor the county board system except the making of the superintendent an active member. This would, in my opinion, add too heavy a burden to his already overburdened work. The only fear I have of this system is that it might drift into the hands of designing politicians.

I hope to see the normal schools instituted by our next Legislature. I believe that if three State normal schools, one in Eastern Kentucky, one in Central Kentucky, and one in Western Kentucky, should be established nothing would tell for greater good to our educational interest.

While I think the last Legislature gave us some good legislation for our schools, may we not hope that at its coming session it will get down to work as it never has before?

Very truly yours,

L. F. PIERCEY, Supt. Clinton Co. Schools.

Cumberland County.

Superintendent J. H. Fugua, Frankfort, Ky.

Dear Sir: I have the honor of submitting to you the following report:

I shall break all precedent by reporting but little progress in the schools of Cumberland county for the last two years. Nor can there be as long as conditions remain the same.

The "question peddler" has made his nightly rounds just before each examination for the last three years. There is some thing radically wrong somewhere. *May God protect the rights of the innocent children of this Commonwealth.*

We have punished a few wrong doers, but the punishment is so light they merely laugh us to scorn and go on with their work.

Question selling, coupled with worthless trustees, many of whom are densely ignorant as to the true meaning of education and as to the means necessary to reach such an end, act to retard the progress of the schools of this as well as many other counties of the State.

A large majority of the best citizens are strongly in favor of a

Digitized by Google

change in the trustee system, changing to that of the county board of education, the members of which should be required to possess a literary and moral qualification coupled with executive ability and a high sense of duty.

I am very much in favor of better qualified teachers and superintendents, also better pay for each. No teacher worthy the name should receive less than $50 per month, nor any superintendent less than $750 per year.

In the main the schools are filled by young inexperienced or very weak teachers, the stronger and more experienced ones leaving the profession and taking up other lines of work more remunerative. Lack of proper appreciation of their work by the people and inadequate compensation for their services is the real cause of this.

The State need never expect nor demand efficient service until she is willing to pay a fair price for same. Money alone, however, will not meet all necessities, we must have strong, well developed, forceful and well trained teachers. There is no better way to secure such teachers than the establishment of as many good teachers' normal training schools in the State as is possible, requiring each reacher or those who propose to teach to attend one of these schools at least two months each year so long as he remains in the profession and the said schools to employ the very best talent as instructors. Institutes should be abolished and the work done in the normal schools be taken in lieu of institute work. The work done in this school should also be quite a factor in the grades of certificates and these to be good in any county of the State, the county superintendent retaining the power to revoke same in his county for good and sufficient reasons.

To increase the salary of teachers and superintendents there should be a local tax levied, the county preferably to be the unit. There should be a maximum and minimum limit but make it compulsory that a tax be levied.

The school term is now long enough in our mountain counties without we had better roads and better school-houses.

Notwithstanding the many disadvantages, we are doing much good. A number of our teachers are among the best; they are conscientious, industrious, painstaking and have their whole soul in the work. But we can not be content until every school in Cumberland county is blessed with just such a teacher.

New school-houses are being built to take the place of old ones,

Digitized by Google

and old ones are being repaired. The people are awakening to the needs and worth of the schools, and ere long the wave of reform that has been making headway in other quarters will strike the public school system of Kentucky, and the dear old Commonwealth, and especially Cumberland county, will be placed where they justly belong—at the head of the column, educationally.

Very respectfully,

R. D. BASS.

Daviess County.

OWENSBORO, KY., October 26, 1905.

Dear Sir: In handing you my annual report of the schools of Daviess county, I desire to say that while progress is slow with us, we trust we are advancing somewhat.

We have introduced the new books this year, and have undertaken at the same time to grade the schools of the county. We are insisting that the graded work as laid out by this office be strictly followed, and that each child be required to take the entire work of his grade. We are succeeding with it far better than I had dared to hope; the teachers are delighted, and the people generally are pleased. At the close of the school term, this office will send out lists of questions to teachers to be used in their final examinations of the various grades, and a report of the result will be filed in this office.

We think there is an increasing interest in school work throughout the county. County graduation is becoming more popular as the years go by; one hundred and forty-four pupils have been granted diplomas in the past three years, and county commencement is now attended by more than five thousand people each year, whereas my first one had less than four hundred present.

Local taxation is one of the many needed things to be brought to the aid of our public schools. We have too long depended entirely upon the State for the support of our schools; we need to do something at home, then we shall appreciate the schools more and feel better for having done something for ourselves. The tax sentiment is making slow growth with us in Daviess county, but we

Digitized by Google

are not discouraged. We shall continue to submit the proposition to the voters.

But the weakest place in our entire school plan is the trustee system. We can never dignify our schools, nor can they command the respect of the public so long as they are carried on in such an unbusiness-like way. We must fix responsibility and pay some one to assume it. A man who works for nothing does as little as possible, and that little under protest. We want the county made the unit of school work, just as it is the unit of road work. We want a county board that shall bear the same relation to the schools that the fiscal court now bears to the roads, the finances of the county, etc., and paid as the fiscal court members are paid. Moreover, we want five cents of the county levy set aside for building, repairing and furnishing school-houses, and this county board should have supervision of the funds and the buildings; thus, we can do away with district taxation for such purposes and rid ourselves of many a petty and annoying district wrangle and save money besides.

The county board, with the county superintendent as chairman, should have the power to employ all teachers. Each district should have one trustee, elected by the people, and should have certain qualifications for the position. He should serve four years, and should be paid for his services out of the county levy. He should have power to recommend a teacher to the county board, but not to employ.

I have never yet talked to a voter who is not unalterably opposed to the present trustee system, and all favor one trustee and a county board, and also favor paying them for their services.

Kentucky is sadly in need of training schools for her teachers. We need at least three, and the next Legislature ought to establish them, and the very best men, regardless of cost, ought to be placed at the head of them.

Another thing we need is county high schools, where every graduate of the common schools could go free of charge for tuition. Daviess county could put one hundred pupils in high school at the beginning of next school year.

Respectfully submitted,

R. L. ALLEN, County Superintendent.

Digitized by Google

Edmonson County.

BROWNSVILLE, KY., November 18, 1905.

Hon. James H. Fuqua, Sr., S. P. I., Frankfort, Ky.

Dear Sir: Under separate cover I am sending you my annual report, which will furnish some information of the condition of the schools of Edmonson county.

I find the schools doing fairly well this year, and the reports coming in show an increase in attendance. Our teachers, for the most part, are earnest and efficient, and are doing good work. We have succeeded in starting up a teachers' library since making our last report, and have some eighty volumes in library and will double that number this year.

Our institutes and associations are well attended, and are increasing in interest, popularity and attendance.

We have built some six or eight new houses since making my last biennial report, but find it very difficult to vote taxes in some districts.

The present trustee system is very deficient. The very people best fitted for office of trustee often decline to serve if elected or appointed, thus leaving the local management of our schools in the hands of less competent persons. Give us a change in the trustee system, an effectual compulsory school law, and make the county the unit of taxation for school purposes.

Most respectfully.

GEORGE MCCOMBS,
Superintent Edmonson County.

Elliott County.

Elliott county has sixty school districts, almost all of which are supplied with reasonably good, comfortable school-houses. A few new houses are being built this year. Hardly any of them are supplied with suitable apparatus.

We have more teachers than schools; this gives rise to teachers using their influence to see that trustees are elected who will favor them at least once during their term of office.

Digitized by Google

I believe to make the county the unit of taxation; to have a county board of education, consisting of the county superintendent and one trustee from each voting district, and to have a system of local county taxation for the better pay of teachers and for lengthening the school term, would give us better qualified trustees who would erect better school-houses, supply them with uniform apparatus, and employ those who are best prepared to lead the children aright.

All teachers should be specially trained for their profession. Normal schools in Kentucky will aid the State largely in securing this much-needed result. I am heartily in favor of them.

D. M. HOLBROOK.

Franklin County.

The schools of Franklin county are doing as well as we can expect them under the present system. A good educational spirit is in many parts of the county, and four-fifths of the schools are taught by teachers holding first-class certificates. Many of our teachers are young and inexperienced, but they are industrious and faithful.

It seems impossible to get our best citizens to serve as trustees in many of the districts, and the "trustees' elections" have been perfect failures in the past four years.

The State of Kentucky needs the "improved educational system;" that is, a county board of education, one or more from each magisterial district, elected by the people as the city boards are elected, and let them, with the assistance of the county superintendent of the county, have full control of the schools.

I certainly endorse the establishment of one or more normal schools in the State, local taxation and any improvement that will give us longer terms, better-trained and paid teachers.

I repeat, that with a "county board of education," local taxation and one or more "training schools," Kentucky would soon reach a high state of perfection.

Digitized by Google

Floyd County.

PRESTONSBURG, KY., Nov. 25, 1905.

Hon. James H. Fuqua.

My Dear Sir: I herewith submit my epistolary report touching briefly the condition of schools in my county.

We have ninety-eight schools, white and one colored, most all of which are very progressive. We have built new houses and repaired the old ones until now nearly all the districts have fairly good houses. Only a few poor districts with inferior houses, and in these I hope to have good houses within my second term. Most of our teachers are young, but very enthusiastic in their work.

The Eastern Kentucky Normal College, of Prestonsburg, is doing a wonderful work training teachers, not only of my county, but has students from the counties of Pike, Knott, Martin, Magoffin, Johnson, Lawrence, Boyd and Morgan, with an enrollment of over 500 in 1904.

One of the greatest evils we have to contend with is the question peddler. We change some of the branches each examination, and in this way counteract the work of the peddler. I do not believe we have held an examination but what the questions were out. It is supposed by most people that they get out through the printing office.

The present trustee system is very defective, both as to hiring the teacher, who is usually a kinsman of the trustee or a particular friend, rather than his qualification, to teach the district, and as to the letting of contracts for building and repairing houses and of receiving the same. This work is usually managed so that a kinsman or friend of the trustees is the contractor, and in many instances the trustees are silent partners. Therefore, the work is poorly done at exorbitant prices, and the trustees have trouble in collecting and paying for same. One-half the trustees in my county are ignorant and careless, and have not the best interests of the school at heart. A change to the county board might be better. It can't be worse than the present trustee system.

Local taxation for the lengthening of the school term or the better pay of teachers received but little attention in this county. A tax for the better pay of teachers would not carry at all, as a majority of our people think the teacher is already well paid, which

Digitized by Google

is not true. The common school teacher receives poorer pay than that of any other profession.

I am in favor of changing the law so as to allow the teachers the week of the institute. I notice a marked decrease, both in attendance and interest, since the present law has been in operation. Since the salary of the teacher is already too small this would supplement the salary, besides give a greater stimulus to our institutes.

For some time past the friends of popular education in my county have had under discussion the establishment of a public high school in each county of the Commonwealth, the building and furniture to be provided and paid for by the respective counties; the teachers to be employed and paid by the State; the studies embraced in the curriculum to be of a higher grade than those taught in the public schools, and to which each child in the county who has attained the age of fourteen years and has shown a proficiency of 60 per cent., may attend free. Its purpose, to open the avenue to a high school education to thousands of young people in our State who can not afford to attend college, and who could thus obtain an education sufficient to enable them to go farther if they desired.

Thank you for the many courtesies shown me, and for your promptness in the past, I am

Yours very respectfully,

H. F. PATTON, S. C. S.

Fulton County.

The schools of Fulton county have made some progress within the past two years, but are yet far from what I should like to see them.

Our teachers are earnest and conscientious, and are doing good work. Our school houses are well built and fairly well furnished, but the attendance is not what it should be. This is especially true in the cotton-growing districts. The greatest need of our schools is a compulsory school law; we also need a better trustee system. I am strongly in favor of local taxation for the better pay of teachers, and for the lengthening of the school term.

DORA M. SMITH,
Supt. Fulton Co.

Digitized by Google

Gallatin County.

The school work in this county has been very good the past two years; at least up to what it ought to be for the amount paid the teachers, as three-fourths of the schools in this county pay their teachers only $22.65 per month, and though the districts are small, yet to discontinue these districts would deprive many poor children of the advantages of an education—the very class who needs it the most.

I am in favor of local taxation for the better payment of the teachers, as the present wages are at a starvation point. I am not in favor of extending the school term until we have more money with which to pay the teachers. I believe a mistake was made when the term was changed from five to six months without any additional pay. Think of the scholars who were without teachers in consequence of this condition, as many districts were not taught at all.

I am not in favor of the present trustee system, nor the county board system, but favor a trustee in each magisterial district in the county, to govern and control the schools. I am also in favor of two training schools for teachers in the State. Better and more extended educational facilities, in my opinion, would do much for the happiness and prosperity of the State, but I do not want it all at the expense of the teacher.

Respectfully submitting these opinions, I am

Very truly yours,

THOS. P. ANDERSON,

County Supt. Common Schools Gallatin Co.

Grant County.

I am proud of the schools of this county, of their children, their teachers, their trustees and their patrons.

Am I satisfied? By no means. There is still room for improvement and advancement. There are faults to be corrected. There are better methods to be introduced. There are truer ideals to be reached.

Digitized by Google

I am thoroughly convinced that one of the greatest needs of the schools in this State is a new school system. The present trustee system should be abolished. It has been condemned by the teachers and school superintendents throughout the State. The trustees themselves are opposed to it for they will hardly accept of the office of trustee when it is thrust upon them. The patrons of the schools and the people generally are not in favor of it, for they rarely go to the trustees' election.

The schools of each county should, in my opinion, be placed under the control, management and direction of a board of education. This board of education should be composed of the county superintendent of schools and one member from each magisterial district in the county. The county superintendent of schools should be made the chairman of the board of education in each county. The county should be made the unit of school government in every par-
State.
ticular, for it is the unit for other governmental purposes in this

I am heartily in favor of the establishment of normal training schools for the teachers of Kentucky. I believe, however, that appropriations for this purpose should be deferred until there is devised some plan for the better pay of the teachers, principals and superintendents.

A warfare for a better salary schedule must be begun in Kentucky. The best teachers are leaving the school-room because of insufficient remuneration. In this and other counties with which I am acquainted, there are school houses standing empty because of a prevailing scarcity of qualified teachers. The men are quitting the profession to go to the farm, to study law, or medicine, or theology, to write insurance, to enter the civil service, to become traveling salesmen; the women, to marry, to become trained nurses, stenographers, telegraph and telephone operators, bookkeepers and saleswomen. To save the schools of the State and to advance them to their proper state in the progress of education, the teachers, principals and school superintendents must be paid better wages. They should have a raise in salary, not only because they need more books, better clothes, or a better living, but because they earn it and they have an inherent right to what they earn.

Local taxation for the support and extension of the schools should be agitated and encouraged throughout the State. A veritable educational campaign should be launched for this purpose. Two

Digitized by Google

of the largest districts in this county have already voted local district taxation for the support and extension of their schools. The idea is still growing. A petition from another one of the large districts in this county praying for a vote upon the same proposition was filed at the last term of the county court here. Two more such petitions will be filed within a few weeks. I am confident that every district in this county reporting over an hundred pupils will vote in favor of local taxation within a very short while.

The small school districts ought to be discontinued. I have abolished four such districts in this county during the past four years. There are still others that should be consolidated with the adjoining districts. To centralize the small school districts aright, however, there ought to be some legislative provision for the transportation of the pupils residing in the discontinued districts to the larger centralized schools.

I believe there ought to be a new compulsory attendance law enacted by the Legislature of this State. The law now in existence is not enforceable. Every child with sound mind and body should be compelled to attend school the full length of the term the school is in session in the district in which the child resides, and every such child should be compelled to go to school until the age of fifteen years is reached and longer unless employed in some useful labor at home or elsewhere.

Every school house in the State ought to be supplied at public expense with a school library. It is asking too much of the teachers to expect them to supply such libraries from the proceeds of entertainments or to furnish these from their own private resources. The first article purchased for these libraries should be a large map of the State of Kentucky. There should be one of these maps hanging on the wall of every school-room in the State.

The teachers' institutes I have held in this country during the past four years have been very pleasant, profitable and enthusiastic ones, indeed. They have been instructed respectively by John W. Withers, J. C. Willis, Henry Newton, and M. A. Cassidy, all of whom are well and favorably recognized as leaders in the educational world.

I am very much pleased with the growth in the number of common school graduates in this country. The commencements which I have held for these graduates have all been very successful. I introduced this idea in this country and it has helped to arouse

Digitized by Google

interest in common school graduation. I have always been very fortunate in the talent I have secured to deliver the public address on these occasions. The first one I held was addressed by Supt. H. V. McChesney, the second one by Prof. Henry Newton, the third one by Supt. J. H. Fuqua, Sr., and the last one, occupying two evenings, was addressed on the first evening by Prof. M. A. Cassidy, and on the second evening by Dr. W. H. Bartholomew.

The teachers' associations in this county are growing in interest, popularity and attendance. I have attempted, and successfully, too, I think, to make the meetings of this organization an occasion to arouse and create public sentiment in support of every worthy educational advancement and enlightenment. The meeting of the association recently held in this country was attended by the leading teachers of the surrounding counties and it was generally pronounced the biggest educational meeting ever held in this end of the State. The chief address at this meeting was delivered by Dr. Charles W. Dabney.

To you and your official force, with kindest regards, I remain

Yours very truly,

C. C. ADAMS,

Supt. of Schools Grant County, Ky.

Green County.

GREENSBURG, KY., August 2, 1905.

Supt. James H. Fuqua, Frankfort, Ky.

Dear Friend: The schools of Green county are in fairly good condition, but are far from what I should like to see them. In some respects they are doing better than last year.

We have built three good houses; seated them with patent desks, etc.

I visited the schools once last year and found them doing good work.

Yours respectfully,

LIZZIE Y. GRAHAM.

Digitized by Google

Hancock County.

HAWESVILLE, KY., November 14, 1905.

I feel that I can truthfully say that the schools of Hancock county are in a better condition than ever before. Nearly half the houses have been repaired within the past year and two new houses have been erected, and the desire for better schools is growing among the people.

The present trustee system is not a good one, as I find a great deal of trouble in getting trustees to qualify in some districts and few of them take the interest in the school that they should. I believe a county board or a board for each magisterial district would come nearer filling the demands.

Owing to the fact that there are hundreds of young teachers coming into the work every year, I think there should be training schools established for their benefit.

I am in favor of longer school terms and better salaries for teachers. Under the present condition, we can not expect to hold the best material in the school-room. We may for a short time, but they will only make a stepping stone of it. Do you blame them? If it takes local taxation to better these conditions, let it come. Nothing is too good for the teachers, and nothing is too good for the children. Give us better schools and better teachers.

Very truly,

J. F. DEJARNETTE,
County Superintendent.

Hardin County.

ELIZABETHTOWN, KY., December 1, 1905.

Hon. Jas. H. Fuqua, Sr., Supt. Public Instruction,
Frankfort, Ky.

Dear Sir: The schools in Hardin county are far from being what they ought to be; in fact, I verily believe they have retrograded in the past few years instead of progressed. This is a strong statement to make and not very complimentary, but I believe in

Digitized by Google

being candid in all things. There is no use in sugar-coating bare, obvious facts. This is not only true in Hardin county, but I believe it is true, in general, of the good old State of Kentucky. I am quite sure the people are not taking the interest in the public schools in this county that they did ten years ago, and I know the teachers, as a body, do not rank with those of a decade past. While we have some as competent, energetic, enthusiastic teachers as can be found in the State, still the greater number are young, inexperienced and incompetent. What we need first in Hardin county, and just as much so all over the State, is a general stirring up of public sentiment in favor of better-paid teachers. When we get better-paid teachers we will have better schools and more interest in education in general. The pay in other avocations, in the past few years, has advanced, while the teacher's pay has remained the same; hence, the cause of the best talent quitting the work. Our first efforts should be to pay the teacher a better monthly salary, and I am in favor of doing this by local taxation. We do not need longer terms just now, but better-paid teachers for the time in which they are employed. Kentucky, as a State, is doing her part, and nobly, too, for the education of her people. Now it is up to the people at home—in the districts and in the counties—to show a little interest in the matter by voting a tax and pay the teachers better.

I am, most enthusiastically, in favor of a change of the present trustee system. The more I see of it the more I become disgusted with it. I shall not recite here my reasons for a change, but I verily believe a county board would materially add to the betterment of our schools.

H. C. MILLER.
Supt. Hardin County Schools.

Harrison County.

CYNTHIANA, KY., November 10, 1905.

I am glad to report the general school work of my county. I can safely state that the cause of education has advanced much during the last two years. We have a body of earnest, energetic, progressive teachers, who unite with me in strong efforts to arouse an educational spirit and to raise the standard of school work throughout Harrison county. I devote my entire time to the work

Digitized by Google

of my office, and spare no little time or pains in encouraging and helping my teachers and trustees to know their full duty and to perform it.

At the last October term of the fiscal court I asked an appropriation of $50 to be used in paying for printed matter to be sent to our trustees free of charge, through which medium I might more thoroughly inform them concerning their duty and the general news of the common schools. It was granted.

We are rapidly establishing definite boundaries to our districts, securing titles and deeds to lots having defective ones, or none, biulding and repairing school houses where necessary, and settling disputes of long standing. Really, we are beginning to feel that along these lines we are winning victories out of defeats, bringing order out of chaos and verily old things are passing away and all things are becoming new. Within four year we have erected eleven new school houses, repaired nicely twenty others, abolished eight pauper districts and completed a full board of trustees in each school district. We will build four new school houses next year, when our county can easily boast of its splendid school houses. We now have fifty-nine white and eight colored districts in which schools are operated.

Our 1904 institute was held by Prof. C. A. Leonard, of Cynthiana, and that of 1905 by Prof. J. C. Willis, of Lexington. At each of these institutes we held common school graduation commencement exercises. They were attended with interest. The 1904 class of thirty graduates was addressed by Dr. S. A. McElroy, of the Cynthiana Presbyterian church, and the 1905 class by Prof. E. B. Buffington, of Falmouth.

We have a good county library of 400 volumes, and the books are well and liberally read by our teachers. We add new books annually.

Harrison county proudly boasts of two benevolent school funds, which render effectual aid in educating "poor orphan" children who are destitute of means of obtaining an education. These are the Moore and Stump funds. There are many orphan children in the county, and they draw on these funds for further instruction than the district schools afford them. Pupils are permitted to attend schools of their choice on these funds.

The independent district of Cynthiana has some excellent schools. Her city graded school can not be excelled in the State as to efficiency of teachers and school officers, courses of study and

Digitized by Google

thorough instruction. The famous Smith's Classical Institute, now operated by Prof. W. E. Selin, and since the death of the venerable Prof. N. F. Smith, its well-known founder, is full to overflowing, and is doing good work. Miss Fannie Zeller conducts a splendid private school for boys and girls.

Never in the history of the county did her schools operate more smoothly or were they so largely attended as now.

We sincerely believe that the work of our common schools is advancing.

"The common schools! Oh, wing their flight!
Let nations tell their story;
Here rests our hope, our strength, our might,
Here rests our future glory."

JAS. W. ROGERS.
Co. Supt. Common Schools.

Hart County.

MUNFORDVILLE KY., August 1, 1905

In making this epistolary report of the schools of Hart county, I feel like that the condition of our schools warrant me in saying that we are at least 10 per cent, above what we were when I made the last report. I can't say that the extra month has been of any material interest to us. You will notice that it has caused a falling off in the average attendance at school. The bad winter month caused a considerable drop in attendance and thereby taxed the other five. If we could get a long and short term it would be better for the children, as the little children could attend the fall and spring term, and the larger children would get more benefit of the school by having the advantage of the bad weather. I have had a little trouble with the "Question peddler," but I think that he got such a scare that he will never attempt to do business of a like nature in Hart again. We are all at work at present and expect a better average in every way this fall than we had last. The increase in the per capita has given us renewed interest and the enthusiasm gathered at our educational association held at the Mammoth Cave, and our institute and district associations will furnish ample fuel to run us up well into the summer.

Yours respectfully,
W. H. STRANGE. S. C. S.

Digitized by Google

Henderson County.

Eight years' experience as a county superintendent has given me a glimpse of the possibilities of the public school system.

From an incident of our Democratic form of government, it is destined to arise to a position of first rank among its departments.

Kentucky will keep pace with the country in general, and Henderson county will continue to hold her rank among the best of the counties.

Let the Legislature give us a trustee system in harmony with our needs, and let localities have the privilege of providing transportation of pupils.

C. E. Sugg,
County Superintendent.

Hickman County.

In submitting my last report, I regret that we can not make a more encouraging one. The decreased average attendance for the past school year is due in a measure to a larger part of the term coming in winter months, but more on account of a lack of interest on the part of patrons. It is unfortunate that no more than one-third of the districts elected trustees at the election just passed. The teachers of Hickman county are faithful and true. Our institutes for the last six years under the instructions of Mr. T. J. Coates have been all that could be desired. The teaching force of the county has been greatly improved. After eight years of experience, we are decidedly of the opinion that the county unit instead of the present district trustee system would be a great improvement. Every county should have county tax in aid of its public schools. The interest of education ought to be forced upon the attention of the people. Again we believe the State ought to have at least three normal schools for the training of teachers. We hoped to see many improvements during our two terms of office that we have not seen, but there has been some advancement. We have done what we could, and the work has been a pleasure and a blessing. It is with a feeling of regret that we give it up.

Digitized by Google

Hopkins County.

MADISONVILLE, KY., November 7, 1905.

Our schools throughout the county are in fine shape and doing excellent work. We now have three first-class graded schools, all thoroughly equipped, and in charge of experienced educators.

I am in favor of the County Board of Education, one or more State normal schools and local taxation for the better pay of teachers.

Yours very truly,

SALLIE R. BROWN,

Supt. of Hopkins County Schools,

Jackson County.

ALCORN, KY., October 11, 1905.

It gives me great pleasure to be able to say that my county is stearily advancing, especially in the efficiency of teachers, and interest shown on the patron's part.

Out of the sixty-seven school houses in this county, all are ceiled and weather boarded except three, and most of the sixty-seven are painted.

While we have had some good legislation in regard to the public schools, especially in the lengthening of school term, I believe there is much more the Legislature could do.

1. We need the present trustee system abolished and a County Board of Education substituted instead. For instance the county superintendent and one member elected from each magisterial district to constitute the county board of education. Also our truant officer elected or appointed for each school district, and his duty to see after the general welfare of the school.

2. I believe we should have one or more training schools for teachers, for we certainly need more professional teachers.

3. That we be allowed to raise funds by local taxation, for the better payment of teachers or the lengthening of the school term.

Digitized by Google

4. That there should be a compulsory school law, compelling parents to send their children, from the ages of six to twelve the entire school term, and it be the duty of the teachers and truant officer to see that this law is enforced.

I do not believe we need ever hope for the public schools to be what they ought to be until we have more professional teachers that have been trained in training school teachers, a well enforced compulsory school law, and a better method of selecting teachers for the various districts.

Very respectfully,

ALLEN POWELL.

Jessamine County.

WILMORE, KY., October 10, 1905.

The schools under my supervision are about as they were two years ago—no better, certainly no worse. You desire my views upon certain questions.

I am in favor of the county board instead of the trustee system; would like to see three good training schools for teachers, if at the same time a law would be passed not allowing a beginner to teach unless she has had at least one year's training in one of these or similar schools. I am in favor of a county tax for school purposes instead of the district taxing system. Let the tax be levied and collected just as other county taxes are collected. I am in favor of State tax for lengthening the school term and paying the teachers.

W. R. HARRIS.

Johnson County.

PAINTSVILLE, KY., November 11, 1905.

Our schools have made considerable progress, especially in the growth of popular education. The people are very zealous for the betterment of their children; however, the corps of teachers are not what they have been, but the class of teachers are better this year than last. The era of industrial expansion has begun in our valley, and many of the talented teachers found more remunerative employ-

Digitized by Google

ment in other fields. Many young teachers had to be employed, but the gray dawn of growth in the public schools is at hand. Many problems confront the educational reformer. The present trustee system, I know from eight years of experience, should be abolished, and county board substituted. Our people in Kentucky have enough elections to educate them in demagogy and none but the little fellow will squeal when the control is taken from his Uncle John, and all the family.

We must get the schools away from those that are incompetent, and attempt to deal in them. Training schools should be established in the State at public expense for the benefit of the many young teachers that are like the poor—always with us. Now I am not in favor of local taxation till the county board is substituted for the present trustee system. The temptation would be greater. Put the system on a higher plane in the hands of more competent persons. with a means for better attendance, then I am in favor of local taxation and longer terms for teachers.

With the hope that the much needed common school system will blossom as a rose, I remain a devoted friend to the same.

GEO. M. JOHNSON.

Knott County.

My term of office as county superintendent of schools of Knott county will soon have expired, and in turning the gavel of authority over to my successor, I do it trusting that he will be able to fulfill the duties of the office with more skill, judgment and ability than I did, and that his shoulders are so broad that he may bear the burdens of responsibility better than it was possible for me to do. I have tried in every particular since I have been superintendent of schools to elevate the moral standard of the teachers, trustees and schools of my county, which was at a low ebb four years ago, and in so doing I have been found facing some embarrassing propositions, having to revoke a number of teacher's certificates and remove several trustees from office, for drunkenness and other immoral conduct. However, I have tried in every instance to apply the same rule to all, and trust my successor will rule them to the same moral standard in the future.

Several times during my term of office the county has been flooded

Digitized by Google

with the State board questions previous to the examinations, but I think in every instance I have been able to weed out the guilty parties and refused to issue a certificate to them. But owing to the slackness of our courts and officers in their duties, I have been unable to have the guilty parties convicted for same. I think we should have stricter laws and heavier penalties for persons guilty of unlawfully using such questions, that our public schools may be protected from quacks and charlatans, and unqualified persons trying to teach.

I heartily approve of the proposed State normal training schools for teachers, and think there should be least two such schools in the State. Why should Kentucky be behind the other States? One of the greatest faults the teachers of my county, and the mountain counties in general have, is that they are not broad enough in their scholarship to do the very best work, teaching.

The highest ideal of an education with the average student, which ideal of course, is formed from their teacher and his instruction, is to be able to capture a first-class certificate. Such a certificate, properly filled and signed, covers their entire intellectual horizon, even of most of our country teachers. The student who can load his memory with bold type text-book definitions until he can enter an examination and dig out a certificate of the first grade, is then through school and has completed his education. He is then ready for four years' service in the public schools when in most cases he thinks he need not even read an educational journal. At the expiration of the four years he then attempts to "cram" with text-book definitions for examination again. Hence the necessity of good training schools for teachers to raise the standard of teachers by inspiring them to better work and creating new "ideals."

Dr. W. H. Maxwell, of New York City, says: "The crime of the old education lay in its insistence that the child during the long school day should be dead, save for such faculties as enable him to memorize words from a book."

The present trustee system is still being abused by the teachers and trustees, and I would recommend the abolition of it, and in lieu thereof have a county educational board of three or five members, with the county superintendent, as chairman. The members of the board to have proper qualifications and to receive compensation from fiscal court. Said board to have power to employ teachers according to their qualification and ability as teachers.

Digitized by Google

The new movement for longer terms and better salaries, I trust will mark the beginning of a new era in and so revolutionize the educational work of Kentucky that our proud State may soon boast of one of the best systems of public schools of any State in the Union. Not only should the term be lengthened to eight or nine months, but a more stringent compulsory school law should be enacted to compel parents and guardians to send their children to school at least five or six months of each term. The school term should be so lengthened and teachers paid salaries that the most active ambitious men and women may be drawn to and held in the profession, instead of allowing them to use it as a stepping stone, not to something higher, but to some better paying profession. I think this should be done by local taxation, if possible, otherwise by the State, as it is a better investment for the State to invest its money in educating and training its young, than to invest it in the prosecution of criminals and suppression of crime.

The reports from the schools for this year show the best attendance our schools have ever had. A number of school houses have been and are being built in the different districts, and by January 1, 1906, every district in the county will have a fairly good school house.

I have been present at, and presided over each magisterial district teacher's association each year for each district in the county, and have found that they have been a success in every case. The teachers take considerable interest in most of them. In my official visits for the present year, I have found most of the schools in a healthful, progressive state, and the teachers doing fairly good work.

The people of Knott county and especially of Hindman, are fortunate in having the W. C. T. U. school for Kentucky located here, which has the public school in charge. It is the only public school in the State, outside of Louisville, that has the manual training, kindergarten and domestic science, etc., that is taught in this school. They have a workshop supplied with about $500.00 worth of tools where the boys are taught under a practical experienced manual training teacher how to use the plane, the hammer, saw, etc., and in fact all kinds of wood work. The girls and boys are taught in the kitchen of their log cabin home from and by actual experience cooking and laundrying, and in the home sewing, house keeping, basket making and all kind of hand work. They also have a well equipped kindergarten school, with an experienced teacher. The result of

Digitized by Google

such training must be that the child will come to manhood or womanhood more valuable to the State as an economic producer, more intelligent as a citizen and better fitted for all the duties of life. This is the result of the efforts of Miss Petitt, of Lexington and Miss Stone, of Louisville, Ky., to establish in the mountains of Eastern Kentucky a modern, model school.

Respectfully,

K. J. DAY.

Knox County.

BARBOURVILLE, KY., November 13, 1905.

Supt. Jas. H. Fuqua, Frankfort, Ky.,

Dear Sir:—In my report two years ago on Knox county I gave what I believed to be a true report of the situation in this county.

From that time Knox county has, like all other counties, made many forward steps in educational lines, and at the same time beeu able to see many things needed for her more rapid advancement. We have ceased not in our fight against fraud in the school affairs of the county.

Our examinations have become more nearly what the laws contemplate. Our teachers as a result are moore thoroughly qualified, and go out into the field full of interest and enthusiasm. One of the best indications of having teachers interested in the work, is the remarkable success of our last institutes. I believe our teachers will average with any corps of teachers in the State.

We have another advantage of which we are not ashamed; but on the contrary can boast. Our school houses are better than those in any county in which I have had occasion to travel. I have been in a great number of our mountain counties, and in several counties of the central part of the State. Of the eighty-four white school houses in the county, not one can be found that is not comfortable in the severest weather with ordinary heating apparatus. One white district has no house; having sold the school premises.

The houses in our colored districts will not average so well as those in the white ones, owing to so few living in the large, sparsely settled districts. This itself suggests the great need of a law making the county the unit of taxation in building school houses, buy-

Digitized by Google

ing furniture, and school apparatus. Every school expenditure should be borne by the county, and raised by a levy laid specially for school purposes and placed at the disposal of a school board, my idea of which will be given in this letter nearer its close.

The proposition of a county taxation to extend the school term is one to be smiled upon and embraced by the teachers who do not look upon it from a standpoint of the highest citizenship and profoundest purpose. To have two months more to teach and for which to receive pay is good and acceptable to any teacher; but if this money should come from the people by taxation and the teacher is unable to give equal value to the people in return, no conscientious teacher would for a moment ask for the time and pay. I believe a far more noble fight would be toward enacting school laws that would betstow upon the children the full amount of good to be obtained by our present six months term. Make the term ten months and allow the children to stay out of school and still no good accrues. We need our children in schools. We must have them there. No comparative good will ever come upon our people as a whole from our public schools till we have a compulsory school law, not in name only, but in actual severe operation.

Our schools (as a State) in point of attendance are in a deplorable condition. Our houses may be good, our teachers may be able and in earnest, our text-books may be the best, and still they stay at home, with no excuse, wasting their childhood and youthful days thoroughly preparing themselves for a life of failure, misery and want.

In my mind there is now no doubt that our present trustee system is a failure. Our schools are run by a lot of uninterested, unqualified, and too often unscrupulous men, who never move unless the county superintendent moves them, and, in this county, too often by means of the grand jury.

I believe the entire school business should be vested in a school board consisting of five members in each county, together with the county superintendent as chairman. Each member to be elected by the people, one from each of the five districts to be created in each county and the county superintendent by the people of the county at large. Each member of the board to be required to pass the same examination and hold the same certificate of qualification the superintendent is required to hold. The election to be held at a time when no other officers are to be elected; say the first Saturday

Digitized by Google

in May of each year, two members of the board are elected for a term of three years. The superintendent to serve on a salary of not less than one thousand dollars ($1,000) per year and his entire time be required and employed. The other members to receive three dollars ($3.00) per day for what time they are actually employed (being limited) and to meet on the call of the superintendent to perform any duty imposed upon the board, such as grading papers, issuing certificates, employing teachers, contracting for building, repairing, etc.

Let us hope that the members of our Legislature instead of following the usual course of greed, graft, political scheming and corruption, will lay aside all political affiliations, heed not what we generally term party influences, dismiss from themselves every obligation or influence wrought upon them other than by plain, simple duty, and the fulfillment by them of their great obligations to the people as their representatives.

Let us hope for some school legislation that will be for the good, not of some political party, company, corporation or concern, but for our boys and girls who are to-day playing and prattling about our feet, worthy of proper training and teaching, capable of developing into men and women whose lives will be one continuous stream of service to our Commonwealth, of usefulness and happiness to themselves and to those around them and dependent upon them.

Respectfully,

M. G. HIGNITE.

Larue County.

Supt. J. H. Fuqua, Sr., Frankfort, Ky.

Dear Sir:—In making my fourth annual report, I am glad to say that in spite of the prevalent unfavorable conditions in the State under which our schools suffer, the schools in this county have improved in some respects, and while we must admit that they are far from being ideal, the outlook is more promising. The greatest hindrances we have are poorly qualified, inexperienced teachers, and —a natural consequence—lack of interest upon part of many trustees and patrons. We talk of much needed legislation in the way of compulsory attendance, trustee reform, etc., but the need for these

Digitized by Google

would not appear so great if we could secure the legislation necessary to secure a full corps of professional teachers, better pay that we may hold teachers longer, and State normal schools that they may better qualify themselves. We truly hope that something along this line may be accomplished within the near future.

Your very truly,

G. T. GADDIE.

Laurel County.

Hon. James H. Fuqua, S. P. I., Frankfort, Ky.

Dear Sir:—There has been a steady improvement in our schools since my last epistolary report. The rigid examinations with the splendid efforts of the teachers to improve themselves, has given us, by far, the best body of teachers this county has ever had. We are building and repairing more school houses, and have better school furniture, and the pupils are better supplied with books than ever before. I believe our greatest needs are.

1. A rigid compulsory school law, strictly enforced.
2. A better trustee system.
3 A law making the county the unit of taxation.

Very respectfully,

J. K. LEWIS.

Lee County.

Since making my last report in 1903, the schools of Lee county have had two fairly successful years. Still they are nothing like as good as we would have them, mostly due to the lack of interest on the part of the patrons, but in some instances it is the fault of the teacher, and we will always have these things to contend with unless there be a change in the present trustee system, because most of the trustees look to the interest of the person they employ more than to the interest of the children.

Usually the trustees hire some friend, or relative to teach the school, regardless of everything else. I am in favor of anything that has been suggested by the various county superintendents for

Digitized by Google

a change of the present trustee system. We have in some of the country districts, I think as good, common schools as can be found in the State. But in some of the small, thinly settled districts, I find it impossible to have good school more than half the term, and sometimes not that long, for when the days begin to grow cold, the attendance begins to decline. This is due, usually, to the fact, that we still have some very uncomfortable houses. During the past four years, we have built twelve new school houses, and have two more under contract, and hope within the next four years to have a good, comfortable house in each district in the county.

Our teachers' associations this year have been the best we have ever had, and I find they are a great help in the cause of education; they cause the patrons to take more interest in the schools. Local taxation for the better payment of teachers and lengthening the term of schools is a grand thing, but so few districts take advantage of it.

R. T. EAGER.
Superintendent.

Lewis County.

The schools of Lewis county are certainly in a prosperous condition. We have a strong corps of energetic, wide-awake teachers who are doing very systematic work. Most of the school houses are tolerably comfortable. There were two new houses built and twenty-five repaired this year.

The present trustee system is not entirely satisfactory, but is as nearly so as the county board of education would be.

The more training schools established for the teachers, the better equipped they will be for their work. Our teachers are not receiving the salaries they should. For this reason many of them are taking up other positions which are more lucrative. Unless we can pay better wages many of our schools will be taught in the future by inexperienced teachers.

We sincerely hope the next Legislature will do something for the benefit of the public schools of Kentucky.

Your truly,
W. R. HENDERSON,
County Superintendent.

Digitized by Google

Lincoln County.

STANFORD, KY., October 16, 1905.

Supt. J. H. Fuqua, Sr., Frankfort, Ky.

Dear Sir:—I am glad that I can report to you that our schools are better than when I made my last report. This improvement is further noticeable—it is a more progressive body of teachers. There have been several new houses built and old ones repaired. I have visited all the schools (62 white and seventeen colored) in my county for the past seven years and will soon complete my visit for this year. I believe the county should be made a unit of taxation and let the sheriff collect all school taxes at the time he collects the county and State tax. In this county it is almost impossible to get the taxes collected in some of the smaller districts and when collected will hardly lay the foundation for a good house. I am opposed to the present trustee system and favor the county board plan, and trust that we will soon have a law to this end. We had this year a good institute, held jointly with Boyle and Garrard counties, ably conducted by Professor Roark, of Lexington, Kentucky, and Mrs. Olcott, of Indiana. We will have a joint institute in this county next year. We are adding annually several volumes to our county and district libraries. We are in favor of training schools in our State for our teachers. We have two graded schools and hope to report another soon. I think that the Legislature will take some thought of the condition of the schools, and this winter give us some needed legislation relative to the matter.

Yours truly,

I. S. SINGLETON,

Superintendent.

Livingston County.

It affords me great pleasure to report to you that the schools of Livingston county are in a prosperous condition, and we are glad of the trend for better things. The schools are most all well equipped with proper furniture and apparatus, teachers and pupils and patrons heartily co-operate in their work, and this seems to be an era of good work and good will.

Digitized by Google

We feel that there are several much needed reforms in the laws that govern our schools, and we hope that the present Legislature will not fail to enact these laws. We need a law making the county the unit of taxation. If we had this law it would enable all of the children of the county to have better advantages, as the school property would be more uniform, and the school term would be lengthened and all children could have the opportunity of being taught by experienced teachers, as the salary of teachers would be better and they would not have to quit teaching on account of low salaries.

The present compulsory law is ineffective, and amounts to little or nothing. The State is much in need of a strict compulsory law.

Kentucky is in great need of normal training schools, and we have not the least excuse for not having them. As we see it, the coming Legislature has a great opportunity to help the cause of education, and we hope it will have the "backbone" to do it.

ZED. A. BENNETT,
County Superintendent.

Logan County.

The increased interest taken in the cause of education within the last year in Logan county is cause for gratitude on the part of every friend of education in our county. There has been a decided impetus giving in building, repairing and furnishing the school rooms in the county. In a few years more we hope to have a good, comfortable house, well furnished in every district. The teachers, many of them young, have been making better preparation by attending schools during vacation, and thus equipping themselves for better work.

I have in visiting our schools looked carefully into the work of the young teachers and called their attention to any shortcomings they may have. The pupils are giving me a courteous welcome and listening attentively to my speeches. I hope much good may come to these boys and girls in years to come.

I desire to call your attention to some of the defects in our laws in reference to our Commonwealth schools. By all means let our Legislature give us one trustee to each district to be elected annually, and then let the fiscal court pay him for his time in taking the census and delivering same to the county superintendent. It is

Digitized by Google

too much to ask a farmer to lose from two to four days from his farm work in April without some compensation.

I believe it would be better to make the minimum age twenty years instead of eighteen for those beginning to teach. Let us have normal schools provided by the State for the training of young teachers. These schools should be located that they will be of easy access to the different sections of the State. Let the cost of tuition and board in these schools be reduced to the minimum, thus putting them in the reach of deserving young men and women who desire to make teaching a profession.

There are other changes desirable, but I believe with these mentioned a spirit of advancement would be reached that would result in longer terms and better pay.

D. B. ESTES.

November 15, 1905. Supt. Schools Logan County Ky.

Lyon County.

The schools of Lyon county are improving slowly but surely; each year marks an improvement over the preceding one. We are growing, and expect to continue to grow, "duty" being our watch word and "love"the light with which we dispel all darkness.

We have two public schools that are doing a great work, one at Eddyville, superintended by Professor J. J. Nall, the other at Kuttawa, with Prof. R. S. Williams in charge. They justly merit any word of praise that may be said of them. The most of our other schools are also doing good work. The attendance is better than it was two years ago. We can clearly see that the schools of Lyon county are improving. Our county children's day was greatly enjoyed by all present. In the last two years we have erected several new school houses, modern, substantial, comfortable and well furnished.

Our county is small, but very important. We feel that the banner of education should be raised, and we will be at the raising. We are willing and ready to do all we can for the cause of education.

The present trustee system is a failure, but by paying the chairman of the board for his services would greatly help the cause. I think the superintendent should be a party in the matter of employing a teacher. Why I think so is this: He knows the energetic

Digitized by Google

teacher, those that try to make a success of their work, that know "duty" and "love." When he enters the school room he can read the teacher on the wall, on the blackboard and even in the eyes of the pupils. He knows every teacher in the county better than any one else know them. We will have better schools when the superintendent can help employ the teachers if he will do his duty.

I am in favor of establishing two or more training schools for the benefit of the teachers of Kentucky. I am in favor of the county being made the unit of taxation. I am not in favor of the county board of education.

I hope the law-making power will look after the interest of education when they meet.

Madison County.

It is again my pleasant duty to submit to the State department my annual report of Madison county.

The first of January, 1906, will bring to a close my second term as superintendent of schools.

During these eight years the county board of examiners has by a careful grading of examination papers elevated the standard of the teachers of the county.

By our careful grading, we have greatly reduced the number of the teachers of the county, and for the past two or three years, we have had but a few more teachers than schools, nearly all the schools are taught by teachers holding first class certificates.

Section 60, Common School Law, provides that no person shall be eligible as examiner on county boards, who is at the time, or for six months previous thereto, has been conducting or teaching in any school, college or university, where teachers or those preparing to teach, are making preparation to be examined for certificates to teach in the common schools of the State. This, I think, is a wise law, but this provision should be so amended as to make ineligible any person as member of State board of examiners, who at the time or for six months previous thereto, has been conducting or is in any way interested or connected with any school of correspondence, college, university or school of any kind, where teachers, or those preparing to teach, are making preparations to be examined for certificates to teach in common schools, either under county or

Digitized by Google

State certificates. I further believe that it would be wise to have a State detective to go into suspected counties, where county superintendents, or any other party is or has been suspicioned of selling or bartering examination questions. This pernicious practice is rapidly driving the better element of the teachers out of the profession. They are forced to compete with dishonest teachers in securing schools. This practice could by a shrewd detective be largely broken up, and great relief given to honest teachers and boards of examiners.

The extension of the school term from five to six months, as I believe, amounts to but very little, because a large majority of the schools of the State have no more than the free or public school, and the sixth or last month is taught in most schools, part just before and part just after Christmas holidays, and the attendance at this time is very poor and as already stated, this month amounts to but little, not enough to justify the State for the money expended for the month.

I think it would have been much better if the money for this extra month had been appropriated to raise the salaries that teachers were getting, and then raise the standard or qualification of the teacher; it would have been far better, both for the State and schools. It is much better to have a five-month school, taught by a trained and competent teacher, than a six-month school taught by a teacher without proper training and qualifications.

We need a compulsory school law, that can be enforced so that we can teach the children who most need an education; we also need a county board of education, and abolish the present trustee system, which is almost a total failure.

Before closing this report, I wish to say that my statistical report is in part approximated; made up from my own knowledge, because of the very incomplete report made by trustees; this to some extent verifies my foregoing statement, that the "present trustee system is a failure."

In conclusion, I desire to express my hearty good wishes for the best interest and future welfare of the children and schools of our Commonwealth. All of which I respectfully submit,

J. WM. WAGERS,

August 4, 1905. Superintendent of Madison County.

Digitized by Google

Magoffin County.

Interest in the cause of education in this county has grown considerably in the last two years, which is characterized by better school houses, better equipment for teaching, and a more progressive corps of teachers.

There was never a time when the common school teachers realized as he realizes to-day the honor and the dignity of his profession; and much can be said in praise of the teachers of this county.

If there is any one thing that is more essential than another to the upbuilding of our common schools, it is the arousing of a healthy public sentiment in their favor; hence public sentiment should be aroused more and more, until it becomes zealous in the cause of education.

I have found that the county teachers' associations, when properly conducted, have done a great deal along this line; some have been well attended, even beyond my most sanguine expectations.

At these associations sumptuous dinners are prepared for the teachers, which is, I presume, no less due to the interest in these meetings than to "Old Kentucky hospitality."

I take this opportuuity to say to you tnat my official relations to you have been very pleasant, I desire to thank you publicly for the many courtesies you have shown me, and for the promptness and care you have exercised always in responding so satisfactorily to all communications which have gone up from my office. I assure you I appreciate them in the highest degree.

Permit me also to congratulate you on your splendid work in this noble cause of education, and to express my best wishes for your success in the future.

MARTHA B. ARNOLD.

Digitized by Google

Marshall County.

BENTON, KY., November 18, 1905.

In submitting our second biennial report of the public schools of Marshall county, we beg leave to say that the banner of education is still full high advanced. Our teachers, though mostly young, are enthusiastic and earnest, wide-awake to the responsibilities of their calling. Since our last report several new school houses have been built and many more repaired. With one or two exceptions, our school houses are excellent, well equipped structures. We have during our term of office urged the importance of district libraries, which has resulted in the establishment of several well furnished libraries in this county. Our teachers' associations are well attended, great interest being taken in the discussion of educational problems. Our schools have made steady progress during the past few years, considering the present circumstances. But there are several barriers to the footsteps of progress to be overcome before our schools reach that height of excellence hoped for by those who cherish our public schools as the crowning glory of our Commonwealth. We must have some much needed legislation. We must appeal to the good sense of our legislators for reform.

Our present trustee system is a miserable failure. The time has come when our best citizens, those most interested in education, do not desire or will not accept the position of trustee. Too often is it the case that the real fitness of the man for the place is lost sight of in the contest between teachers. Some will accept the place solely to employ a teacher, and when that is done, his interest in the school is ended This results in men unqualified and unfitted for the place who use the office to favor friends and punish enemies. Often the poorest teacher secures the best schools and teachers of real merit who are faithful and earnest and conscientious are crowded out without their application even being considered. Merit is the measure of men or should be, but by the present trustee system that principle is often defeated.

I believe the county board of education would be better. Elect one man from each magisterial district, allow him compensation for his services, let those men and the county superintendent select

Digitized by Google

the teachers for the schools. This sounds a little like centralization, but I believe it easier to select a few good, qualified men, than to try to select so many.

We need better qualified teachers. There are too many children trying to teach other children. Not that we would decry the efforts of many an earnest young teacher, yet it takes training to enable one to teach. After he has qualified himself to teach as a true teacher, then reward his services with at least a reasonable compensation. First require something of a teacher, then pay him for it. Then and not till then will our children be taught by those who are competent to lead them.

We believe in the plan of establishing training schools, requiring teachers to attend, and let their certificates be given upon the character of work done there. Do away with county examinations, for they are a very poor test of one's ability.

Local taxation is all right to extend the school term and better pay teachers, if it can be carried out, but I fear, in many counties and districts it would fail, as some people have not yet learned that an investment in education pays the best interest. This brings about the necessity for a compulsory law to bring the children into school. Get the children to school, let them be met there by a well qualified, conscientious and consecrated teacher, keep him there by paying him for his great services to his State, then will the common schools become the pride and boast of our great State; then will the banner of education be unfurled to the breeze of universal appreciation of our people, and our State will take her place as the brightest star in the great constellation of the Union.

Whenever education, once the possession of the cloistered few, becomes the common privilege of every man, then will the last cloud athwart the horizon of our country's future be swept away, the sun of her destiny will shine over a land of the highest civilization. The flight of our country's advancement, whose symbolic eagle, though he blow his breath upon the highest cloud, can not be higher than her expected destiny. Then her statesmen will be skilled in all that pertains to wise and patriotic government, her painters will catch the colors with which Nature has adorned the world and her poets will put into their immortal verse the music of the spheres. And when our State reaches the summit of her glory, the most potent ray from the sun of her destiny will come from the classic walls of her

Digitized by Google

colleges, the most immortal freightage from her vast treasure house will come from the lecture rooms of her academies and the sweetest music that thrills the glad ears of her citizens will come from the chapels of her common schools, because it will be the harmonies of intellectual power struck by a master hand upon the resounding chords of educated thought.

Martin County.

By oversight I failed to give you the general conditions of my schools. The schools of this (Martin county), are progressing nicely. We have the best corps of teachers we ever had since this has been a county—wide-awake men and women that have the interest of the children at heart, and doing noble work, but they are more or less handicapped with inferior school houses. Our houses, generally speaking, are very poor, with no remedy at present to cure the defect; the present law is inefficient to build good school houses. I would, therefore, suggest that the Legislature pass a law that school houses be built out of the county funds, that is, let the fiscal court lay the levy so much on the $100 of taxable property of the county each year until each district has a good school house well furnished. Until such a law is passed it will be impossible to have good houses in this county.

I suggest that the present trustee system be abolished and that the county superintendent, county judge and county attorney be a board to employ the teachers in the various districts, and that we have one local trustee in each district to look after the interest of his district.

I believe that each county should have one or more training schools for teachers.

We have one academy in our county, which is doing good work.

Your, etc.,

W. T. S. MAYNARD,

Supt. of Martin County Schools.

Digitized by Google

Mason County.

The schools of Mason county are in good condition, and with few exceptions have earnest and competent teachers.

Until the laws of the State make it possible, there can not be much improvement in our schools.

I believe with a graded school in each magisterial district and use the district school as a primary school up to, and including the fourth grade, afterward finish in the graded school, we would have a good system of schools.

In my judgment the levying of taxes should be left to the fiscal court, as recommended by the county board, the same as cities do now with a few changes.

I believe we should have State normal schools separate from other colleges.

We will have this year eight-month school in nearly every district, and pay on an average of nearly forty dollars ($40.00) per month.

Yours truly,

C. D. WELLS.

McCracken County.

This report of the educational standing of McCracken county is necessarily incomplete, as I have been in office only one month, and so have had time to visit only a small number of the schools. Prof. A. M. Ragsdale, resigned the superintendency one month ago. During the nearly four years of his administration he labored hard for the great cause that lies nearest the heart of every true teacher, and did much to elevate the standard of teaching in the county.

McCracken county has forty-two white, and fourteen colored schools. One-half of the white schools have seventy-five or more pupil children. I believe our corps of teachers is above the average in point of scholarship, professional ability, and enthusiasm. And yet—and yet we are so far behind what we should be! Why must Kentucky, proud Commonwealth that she is, plod along in the rear of her sister states in educational matters? The time has come, if it is ever coming, when her

Digitized by Google

sons and daughters must rise in their majestic might and demand the needed reforms. We must have State institutions for the training of our teachers. Kentucky childhood is too innocent; Kentucky youth, too noble, to intrust their education to untrained teachers. Kentucky doctors must spend four years behind college walls; why should not her teachers be required to spend a season in a training school? Till this is done we can not hope to elevate the standard of education in the State.

I have always contended our trustee system is a farce. A county board of trustees, drawing a reasonable salary, it seems to me is absolutely necessary.

Respectfully submitted,

S. J. BILLINGTON,
Supt. McCracken County.

Menefee County.

Mr. J. H. Fuqua, S. P. I., Frankfort, Ky.

I have visited all the schools of my county, some twice, some even more. During my term of office I have given my official work considerable study; in connection with that of the teachers. I have visited the schools early in the season; also late in their session, and have come to the conclusion that superintendents should visit them "early and late." As this is my last epistle, in an official way, to school officers and teachers, I may protract it somewhat on that account, conceding you the right to "blue pencil" all you feel to be superfluous. I want to impress the idea that the county superintendent has an important work, and a work that can be made felt according to the spirit he puts into it. I have, during my term of office, received the minimum salary allowed by law, and paid my own expenses, wherever such is the case as mine, in the way of salary, that superintendent can live at less expense than many of our higher salaried officers, and at less expense in many ways. I feel the importance of the work of the county superintendent of schools, that at the salary I now receive, I would go into the work unincumbered by any other work, and give the office and school of the county my entire time. I would make haste slowly from district to district, "boarding with the teachers." I

Digitized by Google

would actually enter the work like the teachers. Some superintendents may have worked thus, but as I am not aware of the fact, I have availed myself of this opportunity to mention or suggest it; so we will let this suffice on that point of duty.

Now, in regard, to the schools of Menifee, they are in very satisfactory, working condition. I have striven to equip the districts with as good houses and furniture, as would be consistent; have been able to induce the building of new houses and furnishing same with new seats, etc.. But this kind of work will cost the incumbent a renomination to office (it did me); but that will not hurt long.

Our teachers favor the county board. I am inclined to believe it is an advanced step. I would try the experiment. I think something can be done to more equalize the salary of teaching. I have first-class teachers that have received sixty dollars per month; and first-class certificate teachers that only received twenty-two dollars per month. My report shows the average salary to be $31.65. Why not fix the salary of the teachers as to grade of certificate? Some States have the three grades of certificates, if you like, but suppose no teacher in a first-class school receives no more pay, than seventy-five pupils would make at the present per capita. This year, for instance, a teacher who has seventy-five pupils receives $39.12 "and" one-half cents, which is approaching about what ought to be an acceptable salary for the teacher holding a first-class certificate so long as the second and third class teacher must be content with so small a salary. Fifty-five pupils makes a monthly salary of $28.67½. Forty-five pupils give a salary of 23.47. Not but little more money would be expended in this county were the teachers to receive the wages of a first-class school, that of seventy-five pupils. The "pay roll" should not be made out until the county superintendent reported the number of first, second and third class teachers employed (as to grade of certificate), and the amount of money determined for disbursement.

A county tax should be levied for general building purposes, and placed at the disposal of the county board. The county should feel an interest in every district, as same as the State feels it her duty to set apart funds for each county. To build any where and at any time that the board deem it necessary. This, in my honest opinion, is the surest way to secure good buildings in every schools district.

Yours for good schools,

GEO. W. BUCHANAN, S. C. S., M. C.

Digitized by Google

Mercer County.

In submitting our report of the condition of the schools of Mercer county, we find many things of which we are justly proud. It affords me much pleasure to state, that in the last four years, we have made great advancement in every department of our common school work, and the people of our county unite in saying, that our schools are in better condition than they have been for twenty years. Still there is much more to be done to place our common schools on that plane where they justly deserve to stand. During my term of office, we have made many needed improvements in the educational affairs of our county. We have built several new houses, and have every school house in the county in splendid condition. Right here, I would like to say that we need a law that will give the superintendent and trustees power to levy sufficient power, tax to build a new school house. The way it is, if a house burns down and the people in the district refuse to vote a tax to build a new one, then there is no way to build a house.

We have made the county teachers association an important factor in the improvement of our teachers and in creating an educational sentiment throughout the county. Nearly all our schools are taught by teachers holding first-class certificates, and it is certainly very gratifying to report that the majority of our teachers are very enthusiastic in their work and progressive in their ideas and teachings. Many of our teachers are making better preparation, are studying at home, and go to school when they can; are more cultured; more professional; are taking more educational journals; reading more literature, and in general endeavoring to prepare themselves for better work.

Most of our teachers want to make teaching a life work, and are anxious to remain in the profession, but they claim that unless something is done to increase their salaries, they will be compelled to seek employment along other lines. Teachers can not afford to be idle six months out of the year, nor can they support their families for one year on the salary they receive in six months. We need a law that will compel every school district in the State to levy a tax yearly to extend the school term two or three months longer.

Digitized by Google

The State can not do it all, and if we ever get relief, it will be by local taxation; and why must we wait? Let all interested put this matter before their representative and senator. The time is certainly opportune for something to be done. Our teachers are very enthusiastic in the efforts to secure State normal schools, and have contributed liberally to the "State Improvement Commission."

I have tried hard to make my official visits of some benefit to the schools, and in order to do this, I have in most cases spent a whole day with a school, and when it was necessary, I have made the second visit to the same school. While there has been a marked increased in attendance each year during the last four years, yet one of the most serious questions in connection with our public schools, is that of irregular attendance and non-attendance; we need a compulsory educational law that will force the attendance of people who are not interested enough to send their children to school.

We have organized a splendid teacher's library, and during each two months, every teacher is urged to make a thorough study of one professional book, so if each teacher follows this method, at the end of the year, he will have made a thorough study of at least six standard, educational works, so we believe this to result in more good than sketching over a hundred volumes or reading them hurriedly.

Our teachers and the people in general appreciate the earnest efforts of our worthy State superintendent, who has done so much for the advancement of the common schools of our Commonwealth.

I have made an earnest effort to raise the standard of education in this county by all means available, and have tried faithfully to arouse a better public sentiment towards our common schools, for on them depends to a great extent, the future citizenship of our country.

Most sincerely

HENRY H. WALKER,
Supt. Mercer County.

Morgan County.

The schools of Morgan county are in very good condition, yet they are not up to the standard I would love to see. The school houses of Morgan county, with few exceptions, are in good condition. Twenty-one have been built in the last four years. Our teachers are

Digitized by Google

preparing themselves for better work, by attending normal training schools.

I am opposed to the county board system of employment for teachers, as it removes the power of election too far from the people. County superintendents should make the examinations so rigid, that all persons who are incompetent would be forced out of the work; then the present trustee system would be good enough.

I am in favor of the establishment of one or more normal training schools maintained by the State, as the present method of training teachers is found inadequate. There are many persons who are able to reach a first grade certificate, yet they know not the first principle of conducting a school.

I am not in favor of the longer school term, unless the teacher's salary is increased, since it will force many worthy teachers out of the work; and I am not sure that local taxation would be best, as the people are already overburdened with tax.

Yours truly,

W. B. BARKER,

Superintendent.

Nicholas County.

At your request of recent date, I make this epistolary report in addition to my statistical report. By reference to my annual report of the past scholastic year, you will find that the percentage of attendance based on census was very small, and based on enrollment was not what it should be. I am sorry to say that many children do not attend school at all, and as a rule they are the children of illiterate parents. How to get these children in the school room is a question that I do not believe can be solved, except by some legislative enactment. A compulsory education law should be made by the next Assembly that will force every parent to give at least the rudiments of an English education to every child.

In the matter of improving school houses, the progress is very slow; many times trustees will resign rather than levy a tax for that purpose.

The present trustee system is the worst feature, by far, that I have to contend with. The election returns for the present year are just in, and they show an average of about six votes cast to each of the

Digitized by Google

twenty-one districts in which a trustee was elected, and in twenty-five districts there was no election. We should have the "county board" by all means, and until there is a decided change from the present system, there can be no perceptible progress in the public schools of our State.

Poor pay and short terms are driving many of our best teachers out of the profession. One-third of our teachers are young, inexperienced, and teaching this year for the first time. This strikes at the very heart of our school system. We must have well trained teachers, or the cause suffers.

I have always favored a State uniformity of text-books, but can say nothing in favor of the present adoption. That law should be revised by the Legislature, a new adoption made next year, and the best text-books adopted rather than the cheapest.

Oldham County.

LaGrange, Ky., October 21, 1905.

Now, that I am nearing the close of the eighth and last year of service as county superintendent, of Oldham county, I feel, perhaps, more sensibly than ever before the urgent needs of the country schools of the State of Kentucky. At no time previous to this, has there been such a demand for competent teachers and good salaries to pay them. In this small county of only thirty schools, there are now five schools not being taught, because there is not another teacher in the county holding a certificate. Teachers are entering the commercial and matrimonial fields, simply because they can not subsist for twelve months in the year upon a salary of twenty-five dollars per month, for six months. Something must be done! There should be either local taxation or State legislation, and that speedily, for both the better pay and lengthening of the school term.

The present trustee system seems very inadequate, and unsatisfactory, and I am heartily in favor of giving the county board of education a trial. If it were fixed upon a sensible business-like basis, it could accomplish wonders for the schools within the next five years.

Yours for better schools,

Lucy Blakemore.

Digitized by Google

Owsley County.

The schools of Owsley county are in fairly good condition, and the teachers are doing reasonably good work, considering the many difficulties under which they have to labor.. The attendance in this county is good for the first two or three months, then gradually falling off, until the last eight or ten weeks of the term, when some districts have scarcely no attendance. To remedy this, we must have a compulsory school law enacted, forcing the attendance. Before we may expect continued success in our common schools, we must appeal to the Legislature for: A compulsory school law; longer school terms; better salary for teachers; larger school districts, with at least two teachers to each school. A change in the manner of preparing the questions for teacher's examination and distribution of same; a revision of the trustee system. We must also reach the trustees and patrons, and enlist them in the commou cause of education, and cause them to see that they are important factors in a successful school.

Perry County.

HAZARD, KY., November 13, 1905.

There are fifty-five public schools in Perry county. The teachers of most of these schools, are awake and alive. The number of first-class schools have more than doubled during the past four years. This has made some increase in the average monthly salary of teachers. Interest is increasing. Advancement is noticeable.

Since last report several school houses have been repaired; seats have been furnished to others. A few school houses have been built; yet, the condition of school houses, furniture and apparatus is far from what it should be in this county. The public (here) does not seem to realize that the education of the young is the greatest thing that can engage the thought and activity of man. The patrons of many districts fail to elect competent men as trustees. In some districts it is difficult to get men (competent or otherwise) to serve as trustee. In others, men accept the office of trustee, because

Digitized by Google

Mary (daughter, niece, friend, etc.), wants the school. For these and other reasons, we favor a change in the trustee system.

The county board of education, as described by Supt. M. A. Cassidy, in Southern School Journal, would in our opinion, be an improvement. We favor it.

One or more thoroughly equipped training schools for teachers in the public schools of the State, could better enable them to see and supply the needs and wants of public school work. Such school or schools would greatly increase the possibility for teachers to acquire that skill, patience and love of work, which would cause them from day to day to calmly perform, as best they can, under existing conditions, the tasks before them; meeting without hesitation or murmur the obstacles that stand in their way; striving on and on, confident that Heaven with smiles of success will reward the faithful and that the best is yet to be.

Respectfully,

B. P. Bowling, S. C. S., P. C.

Pulaski County.

The schools of our county are doing good work. The interest in school work is increasing. A greater number of our schools extended their terms last year than ever before.

The trustees did more last year to aid the teachers than usual. The incidental expenses were looked after, and necessary arrangements were made for the comfortable conduct of the schools. We have a good many good, comfortable school houses, well furnished, but a good many districts have poor houses, and are not able to build good ones. To remedy this I suggest the county unit system of taxation.

Our teachers are doing their work well, many of them are striving to better fit themselves for their duties. Having access to our splendid teachers' library, and to so many good district libraries they are doing a great deal of reading that helps to prepare them for their work.

To remedy some defects in our school system, I would suggest:

First. An increase of at least one month in the length of the term with a corresponding increase in per capita.

Digitized by Google

Second. The county unit system of taxation, with such change in the trustee system as is necessary to carry out the foregoing.

Third. Let the levy for school purposes be made at the same time the county levy is made, and let the sheriff give bond for it and collect it at the same time he collects other taxes.

With those changes in the school law, I believe our schools would soon become much more efficient than they are now.

H. H. SMITH, S. C. S., P. C.

Robertson County.

Since my report two years ago, some improvements have been noted in the schools of Robertson county. The building, furniture and the general standing of the schools indicate progress. The prosperous times have taken from the teacher's ranks many of our older and more experienced teachers, and the vacancies are being filled by persons just entering the profession. But while most of our teachers are young, inexperienced and have had very little professional training, yet on the whole, they are conscientious and industrious, and are manifesting considerable tact, and are doing very creditable work.

Within the past four years, seventeen first-class, twenty-one second-class, and twelve third-class certificates have been issued. Two certificates have been renewed, and one license has geen granted.

The course of study arranged for our schools during the second year of my term of office has been a decided help to teachers, since by frequent reference to it they have but little trouble in organizing and grading their schools.

The text-books now used are the State uniform series, and the change was accomplished at the beginning of the present school year without friction or trouble of any kind.

From observation in visiting the schools this fall and from exam ining the monthly reports sent in by the teachers, I feel justified in saying that the attendance this year is equal to that of other years.

At the beginning of my term of office, nearly four years ago, the county teachers' library contained no book case, and only 159 volumes. It now has 309 volumes, all of which are neatly labeled, numbered and recorded and one large triple door book case.

Digitized by Google

In the way of district libraries very little has been done, only nine libraries, with not quite 300 volumes, being reported at the close of last school year.

This county has thirty-two graduates from the common schools, twelve of whom completed the course during the past four years.

Whatever imperfections the present trustee system may possess, I can substitute nothing that in my opinion would be less objectionable.

Among the crying needs of our schools are trained teachers. In all other professions, special training is required to insure success. This requirement of the teacher is quite necessary in many of the other States of the Union. It should be a requisite to teaching in this State. Two or three good normal schools should be established in old Kentucky, and our teachers compelled to attend some one of them a certain length of time. So long as this State neglects to provide professional training for her teachers, so long will she trail in the educational procession of the States.

Respectfully,

C. E. COLYER, C. S. R. C.

Rockcastle County.

My administration for the past four years has been mixed with pleasure and worry; still I am glad to say, that I will enter upon my duties in January, 1906, for another term. The schools of my county are getting along very well, but they are far from what they should be. We are gradually removing old, dilapidated school houses, and replacing them with new ones. I think by the next four years that we will have a good and comfortable house in every dis-district. I trust that the next General Assembly will make some changes in collection of taxes, trustees, etc.

I am in favor of the establishment of new training schools for teachers. I am also in favor of local taxation, for the better pay for teachers and for lengthening of school terms.

Very truly yours,

G. M. BALLARD,

County Superintendent.

Digitized by Google

Rowan County.

MOREHEAD, KY., November 18, 1905.

No county has made more rapid improvement in educational affairs during the past two years than the county of Rowan. This is evidenced by the fact that the grades of teachers' certificates have been raised ten per cent., the public schools have sent out more graduates. The last log school house has been abandoned, and the educational spirit so intensified that it has touched the "pocket nerve'" and caused the erection of a number of commodious school houses.

There is an overwhelming sentiment in Rowan county in favor of one or more State normals, and every teacher has contributed his mite to the fund, in order that the Kentucky Educational Improvement Commission may be able to do its work more effectively There is not so much interest in the proposed change in the trustee system. All admit that it could be improved, but believe and hope that the matter of creating normal training schools will be given preeminence. Owing to the short school term and poor pay, our corps of teachers change annually, many of the best ones seeking more remunerative employment. Teaching will never be considered a profession as long as this is the case. Longer terms and better salaries will hold our best teachers in the ranks, and help to place the work on a professional basis. Local taxation for schools is less expensive than local ignorance, and Rowan county prefers the former.

Very respectfully,

CORA WILSON STEWART,

County Superintendent.

Scott County.

GEORGETOWN, KY., July 26, 1905.

Hon. Jas. H. Fuqua, Sr., Supt. Pub. Inst., Frankfort, Ky.

Herewith is my annual report for the school year ending June 30th.

The schools of this county improve slowly. Two years ago a tax was voted extending the term two and one-half months, and

Digitized by Google

while, as a matter of course, this has helped, yet there is a large class who will not avail themselves of the schools, be the term long or short. In my opinion a strict compulsory law with a truant officer to back it up is necessary. When the State takes every man's money to maintain public schools, it should compel every man to send.

I also believe that district taxation should be abolished, and county taxation substituted, with a county board of education to look after the school interests. And the trustee system prevailing at present is a failure. The county board would be better.

Respectfully,

L. H. PAXTON,
County Superintendent.

Simpson County.

FRANKLIN, KY., November 14, 1905.

In submitting my report for the year ending June 30, 1905, I wish, first to congratulate our worthy State superintendent, the Hon. J. H. Fuqua, Sr., on the efficient and courteous management of the office of Superintendent of Public Instruction. Kentucky has never had a better one, and it is to be hoped that the "great common people" will find pleasure in the indorsement of his work for another four years.

Simpson county has fifty-three schools, forty-one white, and twelve colored, with a census of 3,600 pupils, round numbers. On July 1, 1897, I became county superintendent by appointment, was elected the following November for four years. In 1901, I was re-elected without an opponent, not without opposition, and during these years I have found pleasure in building, repairing and equipping school houses. By the co-operation of a live board of examiners, inefficient teachers have been "knocked out," and better ones put in. So Simpson county ranks among the best in the State in well equipped houses and up-to-date teachers. By my experience in the work I am moved to make the following suggestion to our next Legislature:

1. That we have a county board of education, consisting of two good men from each magisterial district, instead of the present system.

Digitized by Google

2. That the county superintendent be a member of this board, as its chairman.

3. That this board be elected by the entire vote of the people, and to have the sole power to manage the school interests of the county.

4. That we have at least eight months of school each year, with increased salaries for teachers. (To have good teaching, we must have good teachers, and to secure such teaching will require higher wages.)

5. That there be but two grades of certificates, first-class and second-class, requiring 90 per cent. and 80 per cent., respectively.

Very truly yours,

A. H. HILL, S. C. S.

Todd County.

This being the last year of my work, it gives me pleasure to report that the schools of Todd county have improved during the past two years, though they are still far from what I should like to see them.

In visiting the schools this year, I find the attendance better than usual, but still realize the need of an amended compulsory attenddance law, and a better trustee system.

In the matter of school houses, many have been repaired, a few built; and steps are now being taken to establish another graded school.

In the four years of service, I have had a most excellent board of examiners, and we have endeavored to maintain a high standard of education in the county. Some on account of their inefficiency were not granted certificates. This, in some instances, caused dissatisfaction among those who have no idea of the true purpose and worth of the common school.

I am heartily in favor of the establishment of one or more training schools for teachers. Our teachers go to school when they can; some of them study at home, many are becoming more professional, and in general, trying to prepare themselves for better work.

Along with other suggestions, I recommend that the Legislature give us separate days whereby white and colored teachers may receive their salaries; and last, but not least, let us, if at all possible,

Digitized by Google

have eight or nine months' term, instead of six. I trust the next General Assembly may give us some relief along the lines suggested. My earnest hope is that our common schools may continue to improve.

MINA GRIFFIN, S. T. C. S.

Trigg County.

CADIZ, KY., November 17, 1905.

Supt. J. H. Fuqua, Sr., Frankfort, Ky.

We are pleased, in most respects, with the progress of the public schools in Trigg county. The enrollment has been better and the attendance more regular than that of any previous school year.

The increase in salaries has caused some of our teachers to make preparation to remain in the school work; and most of them are making good use of our county teachers' library, and the beneficial results of this reading is evident from the supplementary reading done in many of their schools.

The newly adopted text-books are being used exclusively in our schools, and we can readily see that their use is conducive to good results.

Many of our districts are in need of better school houses, and we can not secure the required vote that will permit us to make levies for that purpose.

The county, in our opinion, should be made the unit of taxation, and school houses be erected by the county fiscal court in the same manner that bridges and other public buildings are constructed. We ask the next Kentucky Legislature to establish three normal training schools with the proper geographical location where young men and women can be so well trained that they can go at once into their chosen profession, and do splendid work without spoiling valuable material in learning.

Yours,

ALFRED CUNNINGHAM,

Superintendent Trigg County Schools.

Digitized by Google

Trimble County.

BEDFORD, KY., December 13, 1905.

Supt. J. H. Fuqua, Sr., Frankfort, Ky.

The biennial report of the public schools of Trimble county is about as follows.

The schools of Trimble county are doing as well as can be expected under the present system. During the past two years, the daily attendance has shown an increase, notwithstanding the fact that the census report has shown a decrease. Our present school system is a very unsatisfactory one in many respects, as it is almost impossible to get men to serve as trustees in many districts. A large per cent. of the trustees in this county have been appointed by the superintendent. With a few exceptions, the school houses of this county are in a good condition, being well furnished and comfortable.

The teaching force of our county has materially changed in the past four or five years; many of the more experienced teachers have entered other and more lucrative fields. Their places are being filled by young inexperienced teachers, who would fill the positions to which they aspire with great credit to themselves, and the schools if their salaries justified them in further preparation for the work before them.

Since I have been county superintendent, I have given the public schools considerable thought, and believe I can see some of the great needs of our rural schools:

1. The pay of our teachers should be increased, both by direct State tax and county tax.

2. A change in the present trustee system to the county board of education.

3. A change in the manner of raising revenue for incidental expenses, etc.

The people every year should pay a small tax for school purposes, and we could get our houses built, repaired and furnished much more satisfactorily, and not half the complaint, as under the present system. All taxes for school purposes should be collected by the sheriff, as are State and county taxes, and be placed in the hands of the superintendent for disbursement.

Digitized by Google

4. A more stringent compulsory educational law should be enacted. Too many of our boys and girls are out of school without sufficient excuse.

5. I heartily favor the establishment of one or two more training schools, and a law compelling each teacher to complete a certain course of study in one of said schools before being permitted to teach, and at stated periods thereafter take a review course in a first-class normal school.

I. D. MITCHELL,
Superintendent.

Warren County.

BOWLING GREEN, KY., November 20, 1905.

Supt. J. H. Fuqua, Sr., Frankfort, Ky.

The sickness and death of my father have prevented me from replying to yours of last month, relative to needed changes in our school law.

I am very much in favor of longer terms for our rural schools. Am also heartily in favor of State normal schools for training of teachers. One of the most potent defects in our work in Warren county is incompetency of many of our teachers.

Am opposed to our present trustee system. Think any change would be for the better. The present system is a failure. I think married women who have the care of a household should not be permitted to teach in the public schools. Think no teacher should have a certificate of any kind renewed. Think diplomas from the colored State normal school should not entitle the holder to teach longer than eight years without examination. Think trustee election poll sheet should have blank space for past office address of person elected. Think six months should be taught in districts reporting one hundred pupils or less, and longer term in districts reporting more than one hundred. Think annual school tax for the entire county should be collected by the sheriff of the county, and used for repair of school houses and for incidental expenses.

These are a few of the changes I think important after eleven years of teaching and eight years superintendence of common schools.

Yours truly,
T. T. GARDNER.

Digitized by Google

Wayne County.

MONTICELLO, KY., November 25, 1905.

Prof. J. H. Fuqua, Frankfort, Ky.

In making a final report for the public schools of my county for the year 1905, I can not say that we have had any material advancement since my last report. I find that the grade of teachers have gone back rather than made the advancement that should have been made, and I attribute this to the fact that our county has been on a boom for several years from a developing of an oil field, and wages for labor in that line has been much more lucrative than teaching in the public schools.

I believe that the pay of teachers should be increased sufficiently to enlist the services of our best talent. I believe that the present compulsory school law should be amended so there could be no evasion.

I am in favor of the county board, rather than the present trustee system, and make it the power and duty of this board to employ the teachers' aid to see after the school property. The necessity of more money for the small districts is badly needed as, the present pay will not board and clothe.

Yours truly,

F. M. SHEARER,
County Superintendent.

Webster County.

DIXON, KY., October 25, 1905.

Mr. J. H. Fuqua, S. P. I., Frankfort, Ky.

In submitting the statistical report for this county I desire to add, that while the condition of the schools, and interest in same is not all I wish, yet as a whole, splendid work is being done by them, and great good resulting to the children of the county. Our schools are under the management of live, energetic, competent teachers, who have met the requirements of a board of examiners who have tried to place such an estimate on the profession as

Digitized by Google

will protect the child and insure the success of the schools. Good harmony prevails throughout all the districts, and a reasonably healthy sentiment exists favoring the public school.

I have for the past eight years watched with much interest the operation of our law relating to the school, and during that time have encountered (what seemed to me) numerous defects; but upon the whole I believe our system a good one, and if operated by honest, conscientious, interested executives we would have much less complaining, and much better results. I might point out instances wherein the law either allows too much latitude, or seems too specific, or vice versa, contrary (as it appears to be) to the best interest of the majority interested in the case then being considered: But such is often the results in the application of all general law. I have thought, and am now almost ready to say, that law is not the thing most needed. In my judgment, the thing we most need is a universal public sentiment favoring education and the public school, parents so interested for the education of their children, that they will put that first of all things desired. Could we but meet these conditions, our present trustee system would be all that is required and the success of our schools almost assured. I believe that the better we educate each succeeding generation the more rapid will be our progress. To insure this progress will require the services of trained teachers, and to have them we need normal training schools for teachers. I heartily approve the move now being made to establish these schools, and think that we should have at least two in our State so located as to be accessible to the teachers of each end of the State.

Legislation imposing local taxation for extending the term, and better pay of teachers, thus making the people pay something directly towards the maintenance of the school, would perhaps have a very salutary effect in exciting local interest in the school. It is evident that the people are not ready for such taxation, for the reason that under the present law they are authorized by vote to supplement the twenty-six cents now constituting the general fund, with forty cents on the $100,—fifteen cents by county and twenty-five cents by district taxation, which in many districts and counties would almost double the term. But no action has been taken on this provision.

I prefer, if it were practicable, general legislation such as will give children residing in all portions of the State equal educational

Digitized by Google

advantages. And above all such a system of schools as will give the Kentucky child opportunities second to none in any State in the Union.

Respectfully,

GEO. E. VAUGHN,

Supt. Co. Schools, Webster Co,. Ky.

Woodford County.

I have the honor to submit herewith my annual report of the schools of Woodford county, Kentucky.

We have had a school in each district in the county, and in a large majority of the schools the teachers have had many years' experience, and with few exceptions, they are readers of educational journals, and are deeply in love with the profession.

We are sadly in need of two or more normal or training schools for teachers.

We are heartily in favor of the enactment of the law that will compel parents to send their children to school. We have in this county, 300 children who never attend any school. This is not because of impassable roads, or the distance they are located from school buildings, but wholly the result of indifference on the part of their parents.

We favor a change in the trustee system to one trustee to each district By this change, we will centralize responsibility, but of all needed changes in the school law, the one we most earnestly desire, and, as we think, the most potent for good, is a compulsory educational law—a law without exception, that will compel the attendance of children for one hundred days in some school.

In closing this report, I desire to thank you for the very efficient and considerate aid you have extended me.

Yours truly,

M. B. HIFNER,

Supt. Woodford County.

Digitized by Google

STATISTICAL TABLES.

COMMON SCHOOLS.

Digitized by Google

NUMBER OF DISTRICTS IN COUNTY.

	1903-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total
Adair	77	14	91	77	14	91
Allen	68	11	79	68	12	80
Anderson	43	5	48	44	5	49
Ballard	40	9	49	41	9	50
Barren	86	25	111	87	23	110
Bath	51	9	60	52	8	60
Bell	54	2	56	52	4	56
Boone	46	7	53	46	4	50
Bourbon	35	22	57	35	22	57
Boyd	35	1	36	35	1	36
Boyle	31	12	43	31	12	43
Bracken	47	1	48	47	1	48
Breathitt	93	2	95	95	2	97
Breckinridge	99	13	112	99	13	112
Bullitt	40	7	47	40	7	47
Butler	84	6	90	84	6	90
Caldwell	57	13	70	58	13	71
Calloway	80	6	86	80	6	86
Campbell	46	....	46	46	....	46
Carlisle	37	3	40	37	3	40
Carroll	32	5	37	32	4	36
Carter	98	1	99	97	1	98
Casey	72	6	78	73	5	78
Christian	92	54	146	92	54	146
Clark	39	13	52	39	12	51
Clay	93	6	99	93	5	98
Clinton	42	2	44	42	2	44
Crittenden	67	8	75	67	8	75
Cumberland	47	7	54	47	7	54
Daviess	103	19	122	103	19	122
Edmonson	54	5	59	53	5	58
Elliott	59	....	59	60	....	60
Estill	60	2	62	64	1	65
Fayette	30	16	48	32	16	48
Fleming	71	7	78	71	7	78
Floyd	94	1	95	91	1	92
Franklin	49	8	57	49	8	57
Fulton	28	9	37	28	9	37
Gallatin	24	3	27	24	2	26
Garrard	41	14	55	41	14	55
Grant	54	3	97	54	3	57
Graves	106	20	126	109	20	129
Grayson	99	3	102	102	2	104
Green	60	15	75	61	15	76
Greenup	70	2	72	70	2	72
Hancock	40	4	44	40	4	44
Hardin	107	11	118	107	11	118
Harlan	54	2	56	57	2	59
Harrison	63	11	74	63	11	74
Hart	89	14	103	89	14	103
Henderson	83	27	110	83	27	110
Henry	52	10	62	52	10	62
Hickman	43	10	53	42	9	51
Hopkins	86	23	119	96	23	119
Jackson	67	....	67	67	....	67
Jefferson	71	22	93	72	22	94
Jessamine	27	11	38	27	11	38
Johnson	79	....	79	79	....	79
Kenton	43	5	48	43	6	49
Knott	54	1	55	53	1	54

Digitized by Google

NUMBER OF DISTRICTS IN COUNTY.

	1903-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total
Knox	84	6	90	84	6	90
Larue	52	5	57	52	5	57
Laurel	94	4	98	94	4	98
Lawrence	93	1	94	93	1	94
Lee	39	2	41	39	2	41
Leslie	50	1	51	50	1	51
Letcher	63	....	63	63	....	63
Lewis	86	3	89	86	2	88
Lincoln	63	17	80	62	17	79
Livingston	51	6	57	52	6	58
Logan	91	31	122	90	30	120
Lyon	33	11	44	32	9	41
Madison	74	28	102	74	28	102
Magoffin	81	1	82	81	1	82
Marion	55	12	67	55	12	67
Marshall	63	2	65	64	2	66
Martin	34	....	34	34	....	34
Mason	48	14	62	48	14	62
McCracken	42	12	54	42	12	54
McLean	57	7	64	58	7	65
Meade	59	8	67	59	8	67
Menefee	38	....	38	37	....	37
Mercer	47	9	56	47	9	56
Metcalfe	53	10	63	53	10	63
Monroe	61	10	71	61	10	71
Montgomery	34	9	43	32	9	41
Morgan	77	....	77	78	....	78
Muhlenberg	87	14	101	87	14	101
Nelson	66	16	82	66	16	82
Nicholas	44	5	49	44	4	48
Ohio	120	11	131	120	11	131
Oldham	21	7	28	21	6	27
Owen	82	9	91	81	9	90
Owsley	41	1	42	41	1	42
Pendleton	70	2	72	68	2	70
Perry	58	1	59	56	1	57
Pike	138	2	140	137	2	139
Powell	35	3	38	35	3	38
Pulaski	156	9	165	159	10	169
Robertson	22	1	23	21	1	22
Rockcastle	68	1	69	70	1	71
Rowan	46	1	47	47	1	48
Russell	56	4	60	56	4	60
Scott	42	15	57	42	14	56
Shelby	49	19	68	49	19	68
Simpson	41	13	54	41	12	53
Spencer	32	9	41	32	9	41
Taylor	50	10	60	51	10	61
Todd	52	23	75	52	23	75
Trigg	59	18	77	59	18	77
Trimble	37	2	39	37	2	39
Union	64	11	75	64	11	75
Warren	86	30	116	86	30	116
Washington	57	12	69	57	12	69
Wayne	94	8	102	94	8	102
Webster	73	11	84	73	11	84
Whitley	118	6	124	122	7	129
Wolfe	48	1	49	51	1	52
Woodford	28	18	46	28	16	44

Digitized by Google

Number of Districts in Which Schools Were Taught for More than Six Months.

	1903-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total
Adair	....	....	....	....	....	....
Allen	2	1	3	5	....	5
Anderson	1	1	2	2	1	3
Ballard	4	....	4	2	....	2
Barren	8	1	9	2	2	12
Bath	....	....	....	4	....	4
Bell	8	....	8	2	....	2
Boone	2	...	2	4	1	5
Bourbon	18	4	22	18	5	23
Boyd	11	....	11	5	....	5
Boyle	2	2	4	2	1	3
Bracken	7	...	7	7	....	7
Breathitt	....	....	....	....	....	....
Breckinridge	2	....	2	6	1	7
Bullitt	4	....	4	3	3	6
Butler	5	....	5	4	1	5
Caldwell	1	1	2	1	1	2
Calloway	1	1	2	1	1	2
Campbell	12	....	12	10	....	10
Carlisle	4	....	4	4	....	4
Carroll	4	1	5	4	1	5
Carter	....	....	....	1	....	1
Casey	2	....	2	2	....	2
Christian	2	4	6	....	....	....
Clark	5	....	5	4	....	4
Clay	....	....	....	5	....	5
Clinton	....	....	....	....	....	....
Crittenden	1	1	2	1	....	1
Cumberland	....	....	....	....	....	....
Daviess	30	....	30	25	....	25
Edmonson	....	....	....	2	....	2
Elliott	6	....	6	....	....	....
Estill	5	....	....	....	....	....
Fayette	10	1	11	4	2	6
Fleming	1	....	1	2	1	....
Floyd	2	....	2	3	....	3
Franklin	4	1	5	....	....	....
Fulton	5	2	7	4	2	6
Gallatin	2	....	2	1	....	1
Garrard	1	1	2	1	1	2
Grant	7	....	7	5	1	6
Graves	2	....	2	1	1	2
Grayson	....	....	....	....	....	....
Green	....	....	....	....	....	....
Greenup	....	...	....	9	....	9
Hancock	1	....	1	1	....	1
Hardin	4	1	5	7	....	7
Harlan	....	....	....	10	....	10
Harrison	5	...	5	5	....	5
Hart	6	1	6	4	....	4
Henderson	4	....	4	6	....	6
Henry	4	....	4	5	....	5
Hickman	....	....	....	2	....	2
Hopkins	6	4	10	6	4	10
Jackson	....	....	....	3	....	3
Jefferson	25	4	29	27	3	30
Jessamine	10	3	13	4	2	6
Johnson	4	....	4	6	....	6
Kenton	15	2	17	12	1	13

Digitized by Google

Number of Districts in Which Schools Were Taught for More than Six Months.

	1903-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total
Knox	....	....	....	....	....	....
Larue	8	....	8	4	....	4
Laurel	1	....	1	2	2	4
Lawrence	3	....	3	1	....	....
Lee	....	....	....	6	....	6
Leslie	1	....	1	....	....	....
Letcher	1	....	1	1	....	1
Lewis	4	....	4	3	....	3
Lincoln	2	....	2	....	....	....
Livingston	4	....	4	4	....	4
Logan	1	1	2	2	1	3
Lyon	....	....	....	....	....	....
Madison	1	....	1	2	....	2
Magoffin	....	....	....	....	....	....
Marion	5	1	6	5	1	6
Marshall	30	....	30	15	....	15
Martin	....	....	....	2	....	2
Mason	48	14	62	48	13	61
McCracken	3	....	3	5	....	5
McLean	7	1	8	7	1	8
Meade	10	....	10	4	....	4
Menefee	....	....	....	....	....	....
Mercer	....	....	....	....	....	....
Metcalfe	....	....	....	....	....	....
Monroe	1	....	1	....	....	....
Montgomery	16	1	17	....	....	....
Morgan	....	....	....	....	....	....
Muhlenberg	15	1	16	3	2	5
Nelson	8	2	10	....	....	....
Nicholas	1	1	2	1	1	2
Ohio	4	....	4	5	1	6
Oldham	6	1	7	6	1	7
Owen	....	....	....	5	....	5
Owsley	....	....	....	....	....	....
Pendleton	6	2	8	2	....	2
Perry	4	....	4	....	....	....
Pike	....	....	....	11	....	11
Powell	....	....	....	....	....	....
Pulaski	9	1	10	21	1	22
Robertson	....	1	1	....	1	1
Rockcastle	....	....	....	....	....	....
Rowan	....	....	....	....	....	....
Russell	....	....	....	....	....	....
Scott	42	15	57	42	11	55
Shelby	12	2	14	463	....	....
Simpson	....	....	....	....	....	....
Spencer	11	3	14	16	3	19
Taylor	....	....	....	....	....	....
Todd	8	3	9	7	1	8
Trigg	7	2	9	6	3	9
Trimble	4	....	4	1	....	1
Union	1	....	1	4	2	6
Warren	....	....	....	....	....	....
Washington	1	....	1	1	1	2
Wayne	4	....	4	....	....	....
Webster	2	....	2	2	....	2
Whitley	3	1	4	5	....	5
Wolfe	....	....	....	....	....	....
Woodford	14	1	15	16	....	16

521 82

Digitized by Google

NUMBER OF GRADED COMMON SCHOOLS IN THE COUNTY.

	1903-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total
Adair	....	....	....	....	....	....
Allen	....	....	....	....	....	....
Anderson	2	....	2	2	....	2
Ballard	3	....	3	2	....	2
Barren	1	....	1	1	....	1
Bath	....	....	....	....	....	....
Bell	1	....	1	2	....	2
Boone	1	....	1	1	....	1
Bourbon	1	1	2	1	1	2
Boyd	1	....	1	....	....	....
Boyle	1	....	1	1	....	1
Bracken	3	....	3	3	....	3
Breathitt	....	....	....	....	....	....
Breckinridge	1	....	1	2	....	2
Bullitt	3	....	3	3	....	3
Butler	....	....	....	....	....	....
Caldwell	....	....	....	....	....	....
Calloway	2	....	2	1	....	1
Campbell	3	....	3	2	....	2
Carlisle	4	....	4	4	....	4
Carroll	4	....	4	4	....	4
Carter	4	....	4	4	....	4
Casey	....	....	....	1	....	1
Christian	2	....	2	....	....	....
Clark	2	1	3	1	....	1
Clay	....	....	....	....	....	....
Clinton	....	....	....	....	....	....
Crittenden	1	....	1	2	....	2
Cumberland	....	....	....	....	....	....
Daviess	1	....	1	1	....	1
Edmonson	....	....	....	....	....	....
Elliott	....	....	....	....	....	....
Estill	....	....	....	....	....	....
Fayette	....	....	....	....	....	....
Fleming	1	....	1	1	....	1
Floyd	....	....	....	....	....	....
Franklin	....	....	....	1	1	2
Fulton	1	....	1	3	....	3
Gallatin	1	....	1	3	....	3
Garrard	1	....	1	1	....	1
Grant	1	....	1	1	....	1
Graves	1	....	1	1	....	1
Grayson	....	....	....	1	....	1
Green	....	....	....	....	....	....
Greenup	4	....	4	4	....	4
Hancock	1	1	2	1	....	1
Hardin	2	....	2	1	....	1
Harlan	....	....	....	....	....	....
Harrison	1	1	2	1	....	1
Hart	2	....	2	1	....	1
Henderson	2	....	2	2	....	2
Henry	3	....	3	3	....	3
Hickman	2	....	2	2	....	2
Hopkins	....	....	....	2	....	2
Jackson	....	....	....	....	....	....
Jefferson	1	....	1	1	....	1
Jessamine	1	1	2	....	....	....
Johnson	3	....	3	2	....	2
Kenton	6	....	6	6	....	6
Knott	....	....	....	....	....	....

Digitized by Google

NUMBER OF GRADED COMMON SCHOOLS IN THE COUNTY.

	1903-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total
Knox	1	....	1	1	....	1
Larue	....	....	....	1	....	1
Laurel	....	....	....	....	....	....
Lawrence	2	....	2	1	....	1
Lee	1	....	1	1	....	1
Leslie	1	....	1	1	....	1
Letcher	....	....	....	....	....	....
Lewis	....	....	....	1	....	1
Lincoln	2	....	2	2	....	2
Livingston	4	....	4	4	....	4
Logan	2	....	2	1	....	1
Lyon	2	....	2	2	....	2
Madison	1	1	2	1	1	2
Magoffin	1	....	1	1	....	1
Marion	1	....	1	1	....	1
Marshall	....	....	....	....	....	....
Martin	1	....	1	1	....	1
Mason	....	....	....	....	....	....
McCracken	....	....	....	....	....	....
McLean	1	....	1	1	....	1
Meade	....	....	....	....	....	....
Menefee	....	....	....	....	....	....
Mercer	1	....	1	2	1	3
Metcalfe	....	....	....	....	....	....
Monroe	....	....	....	1	....	1
Montgomery	2	1	3	2	1	3
Morgan	....	....	....	1	....	1
Muhlenberg	2	....	2	3	....	3
Nelson	2	....	2	....	....	....
Nicholas	1	....	1	1	....	1
Ohio	3	....	3	3	....	3
Oldham	....	....	....	....	....	....
Owen	2	....	2	1	....	1
Owsley	....	....	....	....	....	....
Pendleton	2	....	2	2	....	2
Perry	....	....	....	....	....	....
Pike	2	..	2	2	....	2
Powell	1	....	1	....	....	....
Pulaski	2	...	2	2	....	2
Robertson	....	....	....	....	....	....
Rockcastle	....	....	....	....	....	....
Rowan	....	....	....	....	....	....
Russell	....	....	....	2	....	2
Scott	1	....	1	1	....	1
Shelby	1	....	1	2	....	2
Simpson	....	....	....	....	....	....
Spencer	....	....	....	....	....	....
Taylor	....	....	....	....	....	....
Todd	1	....	1	2	....	2
Trigg	1	....	1	....	....	....
Trimble	1	....	1	1	....	1
Union	2	....	2	2	....	2
Warren	1	1	2	1	1	2
Washington	2	....	2	2	....	2
Wayne	....	....	....	1	....	1
Webster	1	1	1	2	....	2
Whitley	....	....	....	....	....	....
Wolfe	....	....	....	....	....	....
Woodford	....	....	....	....	....	....

Digitized by Google

KINDS OF HOUSES.

	LOG						FRAME						BRICK					
	1903-1904			1904 1905			1903-1904			1904-1905			1903-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total
Adair	13	6	19	13	6	19	61	8	69	61	8	69	2	....	2	2	....	2
Allen	3	2	5	5	2	7	65	6	75	63	10	73	....	....	....	1	....	1
Anderson	6	....	6	6	....	6	36	5	41	36	5	41	1	....	1	1	....	1
Ballard	1	2	3	1	2	3	39	7	45	39	7	45	....	....	....	1	....	....
Barren	....	7	7	....	7	7	85	18	103	86	16	102	1	....	....	1	....	1
Bath	3	....	3	3	....	3	46	9	55	47	3	55	2	....	2	2	....	2
Bell	10	1	11	10	1	11	39	1	40	41	1	42	....	....	....	....	....	....
Boone	....	....	....	....	....	....	44	2	46	43	4	47	2	....	2	3	....	3
Bourbon	....	1	1	....	1	1	33	22	55	33	21	54	2	....	2	2	....	2
Boyd	....	....	....	....	....	....	32	....	32	32	....	32	3	....	3	2	....	2
Boyle	1	....	1	1	....	1	28	12	40	28	12	40	2	....	2	2	....	2
Bracken	1	....	1	2	....	2	44	1	45	44	1	46	1	....	1	1	....	1
Breathitt	27	....	27	27	....	27	65	....	65	65	....	65	....	....	....	....	....	....
Breckinridge	19	1	20	18	2	20	78	9	87	80	11	90	1	....	1	1	....	1
Bullitt	2	1	3	2	1	3	37	6	43	37	6	43	1	....	1	1	....	1
Butler	23	3	26	23	3	26	65	3	68	60	3	63	1	....	1	1	....	1
Caldwell	12	1	13	12	1	13	43	12	55	43	12	56	1	....	1	1	....	1
Calloway	4	....	4	3	....	3	74	6	80	77	6	83	1	....	1	1	....	1
Campbell	2	....	2	2	....	2	33	....	33	33	....	33	11	....	11	11	....	11
Carlisle	....	....	....	....	....	....	34	3	37	34	3	37	3	....	3	3	....	3
Carroll	....	....	....	....	....	....	30	4	34	30	3	33	2	1	3	2	1	3
Carter	10	....	10	10	....	10	88	1	89	87	1	88	....	....	....	....	....	....
Casey	2	....	2	1	....	1	67	6	73	74	4	81	1	....	1	1	....	1
Christian	10	12	22	10	11	21	80	39	119	80	40	120	3	....	3	3	....	3
Clark	10	2	12	....	....	....	81	3	84	39	12	51	....	....	....	....	....	....
Clay	9	2	11	10	....	20	80	4	84	75	5	80	....	....	....	....	....	....
Clinton	30	1	31	35	1	31	12	1	13	12	1	13	....	....	....	....	....	....

Digitized by Google

Crittenden	1	2	3	1	3	4	66	5	71	65	5	70	1	....	1	1	....	1
Cumberland	14	3	17	14	3	17	33	4	37	33	4	37	....	....	....	....	....	....
Daviess	2	4	6	2	4	6	97	15	112	97	15	112	2	....	2	2	....	2
Edmonson	18	1	19	13	1	14	36	3	39	41	4	45	....	....	....	....	....	....
Elliott	7	....	7	5	....	5	52	....	52	55	....	55	....	....	....	....	....	....
Estill	15	....	15	12	....	12	45	2	47	52	1	53	....	....	....	....	....	....
Fayette	....	....	....	....	....	....	17	16	33	27	16	43	5	....	5	5	....	5
Fleming	2	....	2	3	....	3	67	7	74	64	8	72	2	....	2	2	....	2
Floyd	39	....	39	8	....	8	54	....	54	90	1	91	....	....	....	....	....	....
Franklin	....	1	1	2	1	3	48	7	55	46	7	53	1	....	1	1	....	1
Fulton	....	1	1	....	1	1	26	8	34	48	7	55	2	....	2	1	....	1
Gallatin	2	....	2	2	....	2	21	2	23	21	2	23	1	....	1	2	....	2
Garrard	1	....	1	1	....	1	39	14	53	39	14	53	1	....	1	1	....	1
Grant	1	....	1	1	....	1	52	3	55	52	3	55	1	....	1	1	....	1
Graves	....	3	3	....	2	2	102	17	119	105	18	123	4	....	4	4	....	4
Grayson	4	1	5	3	....	3	95	2	97	99	2	101	....	....	....	....	....	....
Green	4	4	8	4	4	8	54	10	64	56	10	66	1	....	1	1	....	1
Greenup	21	....	21	22	....	22	48	2	50	47	2	49	1	....	1	1	....	1
Hancock	6	2	8	6	2	8	33	2	35	33	2	35	1	....	1	1	....	1
Hardin	24	3	27	21	3	24	81	8	89	84	8	92	2	....	2	2	....	2
Harlan	25	1	26	15	....	15	28	....	28	42	2	44	....	....	....	....	....	....
Harrison	1	1	2	1	1	2	61	9	70	61	9	70	1	1	2	1	1	3
Hart	4	2	6	3	2	5	85	12	97	86	12	98	....	....	....	....	....	....
Henderson	2	4	6	4	4	8	81	19	100	77	21	98	1	....	1	1	....	1
Henry	1	....	1	1	....	1	49	10	59	49	10	59	2	....	2	1	....	1
Hickman	....	....	....	....	....	....	41	10	51	39	9	48	2	....	2	3	....	3
Hopkins	10	3	13	10	3	13	80	16	96	79	16	95	3	....	3	3	....	3
Jackson	....	....	....	....	....	....	65	....	65	65	....	65	....	....	....	....	....	....
Jefferson	6	3	9	5	3	8	63	18	81	65	19	84	2	....	2	2	....	2
Jessamine	....	....	....	....	....	....	26	11	37	26	10	36	1	....	1	1	....	1
Johnson	23	....	23	20	....	20	55	....	55	58	....	58	1	....	1	1	....	1
Kenton	....	1	1	....	1	1	36	5	41	36	5	41	7	....	7	7	....	7
Knott	32	....	32	29	1	30	21	1	22	24	....	24	....	....	....	....	....	....
Knox	2	1	3	2	1	3	81	4	85	81	4	85	....	....	....	....	....	....
Larue	4	....	4	4	....	4	48	5	53	47	5	52	1	....	1	1	....	1
Laurel	12	....	12	11	....	11	81	3	84	82	4	86	....	....	....	1	....	1
Lawrence	17	....	17	15	....	15	76	....	76	77	1	78	1	....	1	1	....	1

Digitized by Google

KINDS OF HOUSES.

	LOG						FRAME						BRICK					
	1903-1904			1904-1905			1903-1904			1904-1905			1903-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total
Lee	11	1	12	10	1	11	28	1	29	31	1	32	....	....	....	....	....	....
Leslie	10	....	10	10	....	10	35	....	35	35	....	35	....	....	....	....	....	....
Letcher	16	....	16	15	....	15	45	....	45	46	....	46	....	....	....	....	....	....
Lewis	14	....	14	14	....	14	71	3	74	71	2	73	1	....	1	1	....	1
Lincoln	3	1	4	1	1	2	58	13	71	59	13	74	2	....	2	2	....	2
Livingston	2	2	4	2	2	4	46	3	49	47	3	50	3	1	4	3	1	4
Logan	13	7	20	13	8	21	77	10	87	76	12	88	2	....	2	2	....	2
Lyon	1	6	7	....	6	6	31	5	36	31	3	34	1	....	1	1	....	1
Madison	2	3	5	2	3	5	72	25	97	71	25	96	1	....	1	1	....	1
Magoffin	10	....	10	26	....	26	65	....	65	54	....	54	....	....	....	....	....	....
Marion	1	1	2	1	1	2	52	10	62	52	16	68	2	1	3	2	1	3
Marshall	....	....	....	....	....	....	62	2	64	63	2	65	1	....	1	1	....	1
Martin	5	....	5	5	....	5	29	....	29	29	....	29	....	....	....	....	....	....
Mason	....	....	....	....	....	....	44	15	59	43	12	55	3	....	3	3	....	3
McCracken	....	1	1	....	1	1	41	10	51	42	10	53	....	....	....	....	....	....
McLean	1	3	4	1	4	5	55	4	59	56	3	59	1	....	1	1	....	1
Meade	4	2	6	2	2	4	55	8	63	57	6	63	....	....	....	....	....	....
Menefee	7	....	7	11	....	11	31	....	31	27	1	28	....	....	....	....	....	....
Mercer	1	2	3	1	1	2	44	7	51	43	8	51	3	....	3	3	....	3
Metcalfe	1	2	3	1	1	2	52	8	60	52	9	61	....	....	....	....	....	....
Monroe	7	2	9	11	3	14	53	8	61	49	7	56	1	....	1	1	....	1
Montgomery	3	1	4	3	1	4	30	7	37	28	7	35	1	....	1	1	....	1
Morgan	17	....	17	15	....	15	60	....	60	62	....	62	....	....	....	....	....	....
Muhlenberg	10	2	12	10	3	13	74	10	84	74	9	83	3	....	3	3	....	3
Nelson	1	2	3	1	2	3	62	13	75	62	13	75	3	....	3	3	....	3
Nicholas	1	2	3	....	....	....	41	4	45	43	4	47	1	....	1	....	1	1
Ohio	3	1	4	2	2	4	116	10	126	117	9	126	1	....	1	1	....	1

Digitized by Google

Oldham	1	1	....	1	1	2	19	7	26	19	5	24	1	....	1	1	....	1
Owen	2	1	3	2	....	2	79	4	83	77	5	82	2	....	2	2	....	2
Owsley	5	....	5	2	....	2	36	1	37	39	1	40	....	....	....	....	....	....
Pendleton	1	....	1	1	....	1	68	2	70	66	2	68	1	....	1	1	....	1
Perry	20	1	21	20	....	20	35	....	35	35	1	36	....	....	....	....	....	....
Pike	53	1	54	53	....	56	78	1	79	80	1	81	1	....	1	1	....	1
Powell	6	....	6	7	....	7	27	3	30	28	3	31	....	....	....	....	....	....
Pulaski	35	6	41	34	6	40	120	3	123	122	2	124	1	....	1	4	....	4
Robertson	2	....	2	....	....	....	20	1	21	21	1	22	....	....	....	....	....	....
Rockcastle	31	....	31	30	....	30	37	1	38	40	1	41	....	....	....	....	....	....
Rowan	2	....	2	1	....	1	46	....	46	45	....	45	....	....	....	....	....	....
Russell	10	1	11	5	....	5	46	3	49	51	4	55	....	....	....	....	....	....
Scott	....	1	1	....	1	1	39	13	52	39	13	52	3	1	4	3	....	3
Shelby	....	3	3	....	4	4	47	16	53	48	13	61	1	....	1	1	2	3
Simpson	....	....	....	....	....	....	41	11	52	41	12	53	....	....	....	....	....	....
Spencer	1	3	4	2	3	5	31	6	37	30	6	36	1	....	1	....	....	....
Taylor	3	3	6	3	1	4	47	7	54	48	9	57	....	....	....	....	....	....
Todd	3	7	10	3	7	10	46	16	62	46	16	62	2	....	2	2	....	2
Trigg	11	7	18	10	5	15	48	11	58	47	13	60	....	....	....	1	....	1
Trimble	2	....	2	2	....	2	33	2	35	33	2	35	2	....	2	2	....	2
Union	3	....	3	....	....	....	62	11	73	62	11	73	2	....	2	2	....	2
Warren	5	5	10	4	5	9	80	25	105	81	29	110	1	....	1	1	....	1
Washington	1	1	2	1	1	2	55	11	66	51	11	62	1	....	1	1	....	1
Wayne	62	6	68	60	4	64	31	2	33	33	4	37	1	....	1	1	....	1
Webster	....	1	1	....	1	1	71	10	81	71	10	81	2	....	2	2	....	2
Whitley	13	1	14	8	....	8	105	5	110	114	6	120	....	....	....	....	....	....
Wolfe	14	.. .	14	10	....	10	32	1	33	41	1	42	....	....	....	....	....	....
Woodford	....	1	1	....	1	1	26	17	43	27	15	42	2	....	2	1	....	1

Digitized by Google

NUMBER OF HOUSES BUILT DURING THE YEAR.

	1903-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total
Adair	.....	.....	.....	.....	.....	.....
Allen	.....	.....	.....	7	.....	7
Anderson	1	.....	1	1	.....	1
Ballard	1	.....	1	1	.....	1
Barren	.....	.....	.....	.....	.....	.....
Bath	.....	1	1	1	.....	1
Bell	.....	.....	.....	2	.....	2
Boone	.....	1	1	.....	1	1
Bourbon	.....	.....	.....	.....	.....	.....
Boyd	2	.....	2	1	.....	1
Boyle	1	.....	1	.....	.....	.....
Bracken	.....	.....	.....	.....	.....	.....
Breathitt	3	.....	3	2	.....	2
Breckinridge	1	.....	1	2	.....	2
Bullitt	.....	.....	.....	2	1	3
Butler	1	.....	1	1	.....	1
Caldwell	1	.....	1	1	.....	1
Calloway	2	.....	2	2	.....	2
Campbell	.....	.....	.....	.....	.....	.....
Carlisle	.....	.....	.....	1	.....	1
Carroll	.....	1	1	.....	.....	.....
Carter	3	.....	3	2	.....	2
Casey	.....	.....	.....	.....	.....	.....
Christian	.....	.....	.....	.....	.....	.....
Clark	8	3	11	.....	.....	.....
Clay	.....	.....	.....	.....	.....	.....
Clinton	.....	.....	.....	.....	.....	.....
Crittenden	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....
Daviess	3	2	5	1	.....	1
Edmonson	4	.....	4	3	.....	3
Elliott	3	.....	3	3	.....	3
Estill	2	.....	2	4	.....	4
Fayette	1	.....	1	.....	.....	.....
Fleming	.....	.....	.....	.....	.....	.....
Floyd	6	.....	6	7	.....	7
Franklin	.....	.....	.....	2	.....	2
Fulton	1	.....	1	.....	.....	.....
Gallatin	.....	.....	.....	.....	.....	.....
Garrard	.....	.....	.....	.....	1	1
Grant	1	.....	1	.....	.....	.....
Graves	6	1	7	4	1	5
Grayson	2	.....	2	2	.....	2
Green	1	.....	1	3	.....	3
Greenup	.....	.....	.....	2	.....	2
Hancock	3	.....	3	.....	.....	.....
Hardin	.....	.....	.....	3	.....	3
Harlan	.....	.....	.....	6	1	7
Harrison	2	.....	2	1	.....	1
Hart	4	1	5	3	1	4
Henderson	4	1	5	1	1	2
Henry	1	.....	1	2	.....	2
Hickman	.....	.....	.....	.....	.....	.....
Hopkins	3	4	7	4	.....	4
Jackson	.....	.....	.....	1	.....	1
Jefferson	2	1	3	3	1	4
Jessamine	.....	.....	.....	1	.....	1
Johnson	2	.....	2	2	.....	.....
Kenton	.....	.....	.....	.....	.....	.....
Knott	1	.....	1	3	.....	3

Digitized by Google

NUMBER OF HOUSES BUILT DURING THE YEAR.

	1904-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total
Knox	4	.....	4	1	.....	1
Larue	1	.....	.....	2	.....	2
Laurel	1	.....	1	4	.....	4
Lawrence	5	.....	5	.....	.....	.....
Lee	.....	.....	.....	3	.....	3
Leslie	.....	.....	.....	.....	.....	.....
Letcher	.....	.....	.....	1	.....	1
Lewis	1	.....	1	2	.....	2
Lincoln	2	.....	2	3	.....	3
Livingston	.....	.....	.....	1	.....	1
Logan	3	1	4	1	1	2
Lyon	4	.....	4	1	.....	1
Madison	1	1	2	1	.....	1
Magoffin	1	.....	1	1	.....	1
Marion	1	1	2	.....	.....	.....
Marshall	6	.....	6	4	.....	4
Martin	1	.....	1	.....	.....	.....
Mason	1	.....	1	.....	.....	.....
McCracken	1	.....	1	.....	1	1
McLean	.....	.....	.....	.....	.....	.....
Meade	1	.....	1	1	.....	1
Menefee	4	.....	4	2	.....	2
Mercer	1	.....	1	.....	.....	.....
Metcalfe	1	.....	1	1	.....	1
Monroe	.....	.....	.....	.....	1	1
Montgomery	.....	.....	.....	1	.....	1
Morgan	4	.....	4	5	.....	5
Muhlenberg	1	1	2	2	.....	2
Nelson	.....	.....	.....	.....	.....	.....
Nicholas	1	.....	1	2	.....	2
Ohio	3	1	4	5	.....	5
Oldham	1	.....	1	.....	.....	.....
Owen	.....	.....	.....	4	.....	4
Owsley	2	.....	2	4	.....	4
Pendleton	1	.....	1	.....	.....	.....
Perry	1	.....	1	.....	1	1
Pike	1	.....	1	5	.....	5
Powell	.....	.....	.....	.....	.....	.....
Pulaski	.....	.....	.....	3	.....	3
Robertson	.....	.....	.....	.....	.....	.....
Rockcastle	1	.....	1	2	.....	2
Rowan	1	.....	1	2	.....	2
Russell	4	.....	4	.....	.....	.....
Scott	1	.....	1	.....	.....	.....
Shelby	.....	.....	.....	.....	.....	.....
Simpson	1	.....	1	.....	.....	.....
Spencer	.....	.....	.....	1	.....	1
Taylor	.....	1	1	1	.....	1
Todd	.....	.....	.....	2	.....	2
Trigg	3	1	4	3	2	5
Trimble	.....	.....	.....	.....	.....	.....
Union	.....	1	1	.....	.....	.....
Warren	.....	.....	.....	1	.....	1
Washington	2	.....	2	.....	1	1
Wayne	3	1	4	2	1	3
Webster	3	.....	3	1	.....	1
Whitley	4	.....	4	5	.....	5
Wolfe	.....	.....	.....	.....	.....	.....
Woodford	.....	.....	.....	.....	.....	.....

Digitized by Google

VALUE OF ALL SCHOOL HOUSES AND GROUNDS.

	1903 1904			1904-1905		
	White	Colored	Total	White	Colored	Tota
Adair	15,400	1,430	16,830	15,400	1,430	16,830
Allen	.....	.....	.....	31,000	600	31,600
Anderson	15,325	1,150	16,475	18,250	1,025	19,275
Ballard	25,000	1,800	26,800	28,000	1,800	29,800
Barren	46,000	5,500	51,500	47,000	5,600	52,600
Bath	25,500	1,000	26,500	26,000	1,000	27,000
Bell	11,000	350	11,250	15,000	250	15,250
Boone	28,000	250	28,250	30,300	300	38,600
Bourbon	21,990	4,020	26,010	17,500	3,125	20,625
Boyd	17,000	.....	17,000	17,500	.....	17,500
Boyle	31,865	3,520	35,385	31,865	3,520	35,385
Bracken	28,200	300	28,500	28,300	300	28,600
Breathitt	11,845	.....	11,845	12,845	.....	12,845
Breckinridge	25,175	1,000	26,175	25,000	1,000	26,000
Bullitt	15,000	2,100	17,100	15,900	2,500	18,400
Butler	20,000	700	20,700	22,000	600	22,600
Caldwell	22,180	2,450	24,630	24,185	2,450	26,635
Calloway	24,937	986	25.923	26,000	800	26,800
Campbell	.....	.....	.....	45,000	.....	45,000
Carlisle	17,850	600	18,450	26,400	600	27,000
Carroll	32,500	1,200	33,700	35,000	1,500	36,500
Carter	24,500	125	24,625	20,000	100	20,100
Casey	.....	.....	.....	17,181	250	17,431
Christian	.....	.....	.....	.....	.....	....
Clark	15,225	2,250	17,475	14,775	1,735	16,510
Clay	.....	.....	.....	8,500	200	8,700
Clinton	8,700	220	8,920	8,050	200	8,250
Crittenden	.....	.....	.....	25,000	5,000	30,000
Cumberland	830	750	9,050	8,220	730	8,950
Daviess	42,000	2,350	44,350	43,011	2,422	45,433

Digitized by Google

Edmonson	10,250	650	10,900	9,500	500	10,000
Elliott	11,785	.....	11,785	12,000	.....	12,000
Estill	15,000	900	15,900	2,650	100	2,750
Fayette	32,000	3,200	35,200	32,000	500	37,000
Fleming	40,185	600	40,785	22,325	700	23,025
Floyd	24,300	150	24,450	29,600	100	29,700
Franklin	10,300	300	10,600	10,300	420	10,720
Fulton	40,000	2,000	42,000	42,500	2,250	44,750
Gallatin	11,700	300	12,000	11,700	300	12,000
Garrard	28,700	2,800	31,500	28,900	2,900	31,800
Grant	39,000	1,000	40,000	35,500	500	40,000
Graves	48,320	1,315	49,635	49,118	1,300	50,418
Grayson	34,250	500	34,750	35,360	500	35,860
Green	13,255	1,220	14,475	16,475	1,200	17,675
Greenup	.....	.....	.....	22,000	500	22,500
Hancock	17,800	800	18,600	17,300	800	18,600
Hardin	33,895	1,805	35,700	29,765	1,495	31,240
Harlan	8,000	100	8,100	10,000	.....	10,000
Harrison	22,690	2,395	25,085	23,890	2,400	26,290
Hart	22,165	2,815	24,980	22,481	2,890	25,371
Henderson	56,000	5,000	61,000	58,000	6,000	64,000
Henry	21,000	2,425	23,425	21,000	2,425	23,425
Hickman	.....	.....	.....	33,075	2,300	35,375
Hopkins	25,565	4,850	30,415	25,840	4,850	30,690
Jackson	13,000	.....	13,000	13,000	.....	13,000
Jefferson	54,590	4,915	59,505	56,290	5,015	61,305
Jessamine	15,000	3,000	18,000	15,000	3,000	18,000
Johnson	28,000	.....	28,000	30,000	.....	30,000
Kenton	36,000	1,200	37,200	35,280	1,200	36,480
Knott	13,490	35	13,525	12,960	75	13,035
Knox	19,150	600	19,750	19,800	600	20,400
Larue	16,000	500	16,500	16,000	450	16,450
Laurel	17,800	500	18,300	17,500	400	17,900
Lawrence	.....	.....	.....	24,500	100	24,600
Lee	20,450	90	20,540	18,050	10	18,060
Leslie	5,000	.....	5,000	5,000	.....	5,000
Letcher	12,950	.....	12,950	13,600	.....	13,600

Digitized by Google

VALUE OF ALL SCHOOL HOUSES AND GROUNDS.

	1903-1904			1904-1905		
	White	Colored	Total	White	Colored	Total
Lewis	24,940	400	28,340	26,380	300	26,680
Lincoln	30,000	2,600	32,600	35,000	2,700	37,700
Livingston	.....	.....	.....	26,000	1,000	27,000
Logan	27,000	2,650	29,650	30,000	2,672	32,672
Lyon	13,600	850	14,450	14,000	850	14,850
Madison	40,000	7,000	47,000	40,000	7,000	47,000
Magoffin	12,600	.....	12,600	15,000	.....	15,000
Marion	35,000	2,200	37,200	35,000	2,200	37,200
Marshall	28,500	300	28,000	25,000	500	25,500
Martin	12,392	.....	12,393	13,000	.....	13,000
Mason	25,000	2,000	27,000	25,000	2,000	27,000
McCracken	17,000	1,200	18,200	18,000	1,000	19,000
McLean	15,500	700	16,200	16,000	800	16,800
Meade	11,900	525	12,425	12,050	525	12,575
Menefee	11,400	.....	11,400	4,150	150	4,150
Mercer	.....	.....	.....	30,000	2,800	32,800
Metcalfe	12,940	1,175	14,115	12,900	1,200	14,100
Monroe	35,200	400	35,600	32,000	350	32,350
Montgomery	.....	.....	.....	48,000	5,000	53,000
Morgan	16,130	.....	16,130	24,690	.....	24,690
Muhlenberg	26,100	2,400	28,500	25,000	2,500	27,500
Nelson	.....	.....	.....	34,675	2,500	37,175
Nicholas	25,000	500	25,500	50,000	1,500	51,500
Ohio	21,000	1,100	22,100	35,400	500	35,900
Oldham	10,950	1,510	12,560	11,000	1,600	12,600
Owen	32,800	1,800	34,600	36,000	.....	36,000
Owsley	11,950	200	12,150	12,000	150	12,150
Pendleton	34,475	500	34,975	34,600	500	34,900
Perry	10,185	75	10,260	10,285	150	10,435
Pike	35,421	130	35,550	35,998	300	36,198

Powell	.....	.....	.....	9,790	250	9,040
Pulaski	.....	.....	.....	70,500	1,000	71,500
Robertson	5,400	100	5,550	5,400	100	5,500
Rockcastle	16,500	200	16,700	13,000	200	18,200
Rowan	10,900	.....	10,900	11,000	.....	11,000
Russell	9,500	175	9,675	12,000	400	12,400
Scott	14,750	1,480	16,230	15,600	1,475	17,075
Shelby	59,225	4,150	63,375	18,300	1,700	20,000
Simpson	18,000	2,000	20,000	18,000	2,000	20,000
Spencer	9,600	900	10,500	6,000	900	6,900
Taylor	12,000	1,000	13,000	11,250	850	12,100
Todd	15,600	3,100	18,700	16,000	3,400	19,400
Trigg	13,990	3,885	17,875	11,050	3,105	14,155
Trimble	10,250	300	10,550	10,250	.....	10,250
Union	.....	.....	.....	50,000	1,200	51,200
Warren	30,000	2,500	32,500	32,000	2,600	34,600
Washington	29,575	1,720	31,277	32,200	1,515	33,715
Wayne	30,000	800	30,800	19,800	800	20,600
Webster	36,200	2,680	38,880	36,000	2,600	38,600
Whitley	23,000	900	23,900	21,180	550	26,730
Wolfe	.....	.....	.....	8,275	100	8,375
Woodford	14,500	3,600	18,100	14,500	3,600	18,100

2.444.056 | 962.894

Digitized by Google

PRIVATE SCHOOLS, COLLEGES, ETC.

	Number of Colleges in the County.						Approximate Number of Teachers in these Colleges.					
	1903-1904			1904-1905			1903-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total
Adair	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Allen	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Anderson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ballard	1	.....	1	1	.....	1	4	.....	4	4	.....	4
Barren	1	.....	1	1	.....	1	10	.....	10	12	.....	12
Bath	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bell	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Boone	4	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bourbon	3	.....	3	3	.....	3	16	.....	16	12	.....	12
Boyd	1	.....	1	1	.....	1	4	.....	4	4	.....	4
Boyle	2	1	3	2	.....	2	21	2	23	25	.....	25
Bracken	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Breathitt	1	.....	1	1	.....	1	8	.....	8	8	.....	8
Breckinridge	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bullitt	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Butler	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Caldwell	1	.....	1	1	.....	1	6	.....	6	6	.....	6
Calloway	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Campbell	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carlisle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carroll	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carter	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Casey	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Christian	2	1	3	2	1	3	16	3	19	16	3	19
Clark	1	.....	1	1	.....	1	7	.....	7	7	.....	7
Clay	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clinton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Digitized by Google

Crittenden	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	1	.....	1	1	.....	1	4	.....	4	4	.....	4
Daviess	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Edmonson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Elliott	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Estill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fayette	5	.....	5	4	.....	4	77	.....	77	115	.....	115
Fleming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Floyd	2	.....	2	.....	.....	.....	9	.....	9	9	.....	9
Franklin	.....	.....	.....	2	.....	2	.....	.....	.....	6	.....	6
Fulton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gallatin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Garrard	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grant	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Graves	1	.....	1	1	.....	1	9	.....	9	9	.....	9
Grayson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Green	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Greenup	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hancock	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hardin	.....	.....	.....	.....	.....	2	15	.....	15	15	.....	15
Harlan	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Harrison	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hart	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Henderson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Henry	.....	.....	.....	.....	.....	.....	7	.....	7	.....	.....	.....
Hickman	2	.....	2	2	.....	2	15	.....	15	12	.....	12
Hopkins	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jackson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jefferson	2	.....	2	2	.....	2	17	.....	17	12	.....	12
Jessamine	2	.....	2	2	.....	2	10	.....	10	12	.....	12
Johnson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kenton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Knott	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Knox	2	.....	2	2	.....	2	12	.....	12	12	.....	12
Larue	2	.....	2	2	.....	2	7	.....	7	8	.....	8
Laurel	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lawrence	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Digitized by Google

PRIVATE SCHOOLS, COLLEGES, ETC.

	Number of Colleges in the County.						Approximate Number of Teachers in these Colleges.					
	1903-1904			1904-1905			1903-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total
Lee	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Leslie	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Letcher	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lewis	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lincoln	.....	.....	.....	1	.....	1	5	.....	5	5	.....	5
Livingston	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Logan	2	.....	2	2	.....	2	16	.....	16	12	.....	12
Lyon	1	.....	1	.....	.....	.....	3	.....	3	.....	.....	.....
Madison	1	1	2	1	1	2	30	.....	30	30	.....	30
Magoffin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Marion	1	.....	1	1	.....	1	5	.....	5	6	.....	6
Marshall	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Martin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mason	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
McCracken	1	.....	1	.....	.....	.....	4	.....	4	.....	.....	.....
McLean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Meade	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Menefee	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	1	.....	1	1	.....	1	10	.....	10	8	.....	8
Metcalfe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monroe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Montgomery	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morgan	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Muhlenberg	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nelson	1	.....	1	1	.....	1	10	.....	10	10	.....	10
Nicholas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ohio	.....	.....	.....	1	.....	1	.....	.....	.....	5	.....	5

Digitized by Google

Oldham	1	.....	1	.....	.....	.....	3	.....	3	.....	.....	.....
Owen	.....	.....	.....	.....	.....	.....	4	.....	4	.....	.....	.....
Owsley	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pendleton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Perry	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pike	1	.....	1	.....	.....	.....	6	.....	6	.....	.....	.....
Powell	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pulaski	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Robertson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rockcastle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rowan	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Russell	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scott	1	.....	1	1	.....	1	15	.....	15	10	.....	10
Shelby	1	.....	.....	3	.....	3	30	.....	30	34	.....	34
Simpson	1	.....	1	1	.....	1	4	.....	4	4	.....	4
Spencer	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Taylor	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Todd	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Trigg	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Trimble	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren	4	.....	4	4	.....	4	24	.....	24	22	.....	22
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wayne	.....	.....	.....	1	.....	1	3	.....	3	3	.....	3
Webster	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Whitley	1	.....	1	1	.....	1	10	.....	10	8	.....	8
Wolfe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Woodford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Digitized by Google

PRIVATE SCHOOLS, COLLEGES, ETC.

	Number of High Schools and Academies.						Approximate Number of Teachers in Same.					
	1903-1904			1904-1905			1903-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total
Adair	2	.....	2	2	.....	2	5	.....	5	5	.....	5
Allen	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Anderson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ballard	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Barren	.....	.....	.....	1	.....	1	.....	.....	.....	3	1	4
Bath	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bell	2	.....	2	1	.....	1	12	.....	12	5	.....	5
Boone	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bourbon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Boyd	2	.....	2	2	.....	2	5	.....	5	6	.....	6
Boyle	3	2	5	3	2	5	9	6	15	9	6	15
Bracken	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Breathitt	1	.....	1	1	.....	1	8	.....	8	9	.....	9
Breckinridge	1	.....	1	.....	.....	.....	2	.....	2	.....	.....	.....
Bullitt	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Butler	.....	.....	.....	2	.....	2	.....	.....	.....	5	.....	5
Caldwell	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Calloway	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Campbell	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carlisle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carroll	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carter	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Casey	1	.....	1	.....	.....	.....	4	.....	4	.....	.....	.....
Christian	1	1	2	2	1	3	1	2	3	4	2	6
Clark	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clay	3	.....	3	3	.....	3	9	.....	9	12	.....	12
Clinton	.....	.....	.....	1	.....	1	.....	.....	.....	3	.....	3

Digitized by Google

Crittenden												
Cumberland												
Daviess	1		1	3		3	6		6	6		6
Edmonson	1		1				2		2			
Elliott												
Estill												
Fayette				1		1				2		2
Fleming	1		1	1		1				1		2
Floyd				1		1				5		5
Franklin	2		2	2		2	4		4	4		4
Fulton												
Gallatin												
Garrard												
Grant												
Graves	3		3	3		3	8		8	8		8
Grayson												
Green												
Greenup												
Hancock												
Hardin	1		1	1		1	4		4	4		4
Harlan	1		1	1		1	4		4	4		4
Harrison	3	1	4	4		4	5	3	8	5		5
Hart	1		1	4		4	3		3	10		10
Henderson	3	1	4	3	1	4	12	2	14	7	1	8
Henry	4		4	2		2	14		14	7		7
Hickman												
Hopkins	4	2	6	1	1	2	6	4	10	2	5	7
Jackson												
Jefferson				5		5				10		10
Jessamine	1	1	2	2	1	3	7	1	8	8	1	9
Johnson	2		2	2		2	8		8	5		5
Kenton	1		1	1		1	2		2	2		2
Knott												
Knox												
Larue												
Laurel	2	1	3	2	1	3	15	2	17	16	3	19
Lawrence	1		1				2		2			

Digitized by Google

PRIVATE SCHOOLS, COLLEGES, ETC.

	Number of High Schools and Academies.						Approximate Number of Teachers in Same.					
	1903-1904			1904-1905			1903-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total
Lee	1	.....	1	1	.....	1	2	.....	2	1	.....	1
Leslie	1	.....	1	1	.....	1	3	.....	3	3	.....	3
Letcher	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lewis	1	.....	1	1	.....	1	4	.....	4	4	.....	4
Lincoln	1	.....	1	1	.....	1	2	.....	2	3	.....	3
Livingston	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Logan	1	.....	1	1	.....	1	6	.....	6	6	.....	6
Lyon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Madison	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Magoffin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Marion	4	1	5	4	1	5	13	2	15	15	2	17
Marshall	1	.....	1	1	.....	1	3	.....	3	4	.....	4
Martin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mason	1	.....	1	1	.....	1	5	.....	5	5	.....	5
McCracken	2	.....	2	3	.....	3	6	.....	6	8	.....	8
McLean	.....	.....	.....	3	.....	3	.....	.....	.....	4	.....	4
Meade	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Menefee	.....	.....	.....	1	.....	1	.....	.....	.....	2	.....	2
Mercer	1	.....	1	1	1	2	6	.....	6	5	4	9
Metcalfe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Monroe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Montgomery	4	.....	4	4	.....	4	9	.....	9	9	.....	9
Morgan	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Muhlenberg	2	.....	2	2	.....	2	6	.....	6	4	.....	4
Nelson	6	1	7	6	1	7	32	2	34	32	2	34
Nicholas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Digitized by Google

Oldham	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	1
Owen	.....	.....	.....	1	.....	1	.....	.....	.....	3	.....	3
Owsley	6	.....	6	4	.....	4	7	.....	7	5	.....	5
Pendleton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Perry	1	.....	1	.....	.....	.....	3	.....	3	.....	.....	.....
Pike	.....	.....	.....	1	.....	1	.....	.....	.....	7	.....	7
Powell	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pulaski	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Robertson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rockcastle	1	.....	1	1	.....	1	6	.....	6	6	.....	6
Rowan	.....	.....	.....	1	.....	1	.....	.....	.....	3	.....	3
Russell	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scott	2	.....	2	2	.....	2	8	.....	8	10	.....	10
Shelby	4	.....	4	5	.....	5	6	.....	6	7	.....	7
Simpson	1	.....	1	1	.....	1	2	.....	2	3	.....	3
Spencer	1	.....	1	1	.....	1	3	.....	3	1	.....	1
Taylor	4	2	6	1	.....	1	7	3	10	4	.....	4
Todd	2	.....	2	1	.....	1	6	.....	6	2	.....	2
Trigg	2	1	3	1	1	2	2	1	3	2	2	4
Trimble	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	3	.....	3	3	.....	3	15	.....	15	20	.....	20
Warren	4	.....	4	3	.....	3	20	.....	20	10	.....	10
Washington	3	.....	3	3	.....	3	16	.....	16	10	.....	10
Wayne	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Webster	1	.....	1	2	.....	2	2	.....	2	4	.....	4
Whitley	1	.....	1	1	.....	1	6	.....	6	8	.....	8
Wolfe	2	.....	2	2	.....	2	9	.....	9	10	.....	10
Woodford	3	.....	3	.....	.....	.....	5	.....	5	.....	.....	.....

Digitized by Google

PRIVATE SCHOOLS, COLLEGES, ETC.

NUMBER PUPILS TAUGHT IN THE COUNTY, OUTSIDE OF THE PUBLIC SCHOOLS.

	1903-4			1904-5		
	White	Col'd	Total	White	Col'd	Total
Adair	400	15	415	400	12	412
Allen	.....	.....	.....	50	.....	50
Anderson	.....	.....	.....	.....	.....	.....
Ballard	150	.....	150	150	.....	150
Barren	500	.....	500	250	70	320
Bath	.....	.....	.....	.....	.....	.....
Bell	.....	.....	.....	.....	.....	.....
Boone	100	.....	100	100	.....	100
Bourbon	475	.....	475	600	.....	600
Boyd	275	.....	275	300	.....	300
Boyle	725	50	775	750	60	810
Bracken	.....	.....	.....	.....	.....	.....
Breathitt	200	.....	200	325	.....	325
Breckinridge	80	.....	80	90	.....	90
Bullitt	.....	.....	.....	.....	.....	.....
Butler	150	.....	150	200	.....	200
Caldwell	175	.....	175	180	.....	180
Calloway	.....	.....	.....	.....	.....	.....
Campbell	.....	.....	.....	.....	.....	.....
Carlisle	.....	.....	.....	.....	.....	.....
Carroll	.....	.....	.....	.....	.....	.....
Carter	.....	.....	.....	.....	.....	.....
Casey	.....	.....	.....	.....	.....	.....
Christian	.....	.....	.....	.....	.....	.....
Clark	90	.....	90	100	.....	100
Clay	400	5	405	400	.....	400
Clinton	.....	.....	.....	100	.....	100
Crittenden	.....	.....	.....	.....	.....	.....
Cumberland	55	.....	55	.....	.....	.....
Daviess	500	25	525	900	.....	900
Edmonson	80	.....	80	140	.....	140
Elliott	.....	.....	.....	.....	.....	.....
Estill	.....	.....	.....	.....	.....	.....
Fayette	.....	.....	.....	.....	.....	.....
Fleming	.....	.....	.....	300	.....	300
Floyd	500	.....	500	200	.....	200
Franklin	.....	.....	.....	.....	.....	.....
Fulton	.....	.....	.....	.....	.....	.....
Gallatin	.....	.....	.....	.....	.....	.....
Garrard	.....	.....	.....	.....	.....	.....
Grant	10	.....	10	10	.....	10
Graves	300	.....	300	350	.....	350
Grayson	.....	.....	.....	.....	.....	.....
Green	9	.....	9	.....	.....	.....
Greenup	.....	.....	.....	.....	.....	.....
Hancock	.....	.....	.....	.....	.....	.....
Hardin	225	.....	225	225	.....	225
Harlan	250	.....	250	600	.....	600
Harrison	175	100	275	200	110	310
Hart	145	20	165	145	20	165
Henderson	.....	.....	.....	300	50	350
Henry	150	.....	150	160	.....	160
Hickman	.....	.....	.....	300	.....	300
Hopkins	.....	.....	.....	140	125	265
Jackson	.....	.....	.....	.....	.....	.....
Jefferson	450	.....	450	500	200	700
Jessamine	500	40	540	500	25	525
Johnson	4	.....	4	.....	.....	.....
Kenton	.....	.....	.....	.....	.....	.....
Knott	.....	.....	.....	.....	.....	.....

Digitized by Google

PRIVATE SCHOOLS, COLLEGES, ETC.

NUMBER PUPILS TAUGHT IN THE COUNTY, OUTSIDE OF THE PUBLIC SCHOOLS.

	1903-4			1904-5		
	White	Col'd	Total	White	Col'd	Total
Knox	75	.....	75	100	.....	100
Larue	450	.....	450	400	.....	400
Laurel	400	60	460	.....	.....	.....
Lawrence	.....	.....	.....	.....	.....	.....
Lee	35	30	65	25	.....	25
Leslie	150	.....	150	150	.....	150
Letcher	.....	.....	.....	.....	.....	.....
Lewis	90	.....	90	60	.....	60
Lincoln	.....	.....	.....	.....	.....	.....
Livingston	.....	.....	.....	27	.....	27
Logan	400	.....	400	400	25	425
Lyon	15	.....	15	.....	.....	.....
Madison	900	100	1,000	1,000	.....	1,000
Magoffin	.....	.....	.....	.....	.....	.....
Marion	600	75	675	600	75	675
Marshall	.....	.....	.....	50	.....	50
Martin	.....	.....	.....	.....	.....	.....
Mason	120	.....	120	.....	.....	.....
McCracken	800	100	900	800	50	850
McLean	120	.....	120	.....	.....	.....
Meade	75	.....	75	25	.....	25
Menefee	.....	.....	.....	.....	.....	.....
Mercer	300	.....	300	260	75	335
Metcalfe	.....	.....	.....	.....	.....	.....
Monroe	100	.....	100	150	.....	150
Montgomery	200	.....	200	200	.....	200
Morgan	.....	.....	.....	.....	.....	.....
Muhlenberg	150	.....	150	.....	.....	.....
Nelson	625	75	700	790	.....	790
Nicholas	.....	.....	.....	.....	.....	.....
Ohio	.....	.....	.....	.....	.....	.....
Oldham	80	.....	80	40	.....	40
Owen	.....	.....	.....	.....	.....	.....
Owsley	200	.....	200	250	.....	250
Pendleton	.....	.....	.....	.....	.....	.....
Perry	350	.....	350	.....	.....	.....
Pike	125	.....	125	200	.....	200
Powell	.....	.....	.....	.....	.....	.....
Pulaski	.....	.....	.....	.....	.....	.....
Robertson	.....	.....	.....	.....	.....	.....
Rockcastle	.....	.....	.....	.....	.....	.....
Rowan	525	.....	525	550	.....	550
Russell	.....	.....	.....	160	.....	160
Scott	300	20	320	300	.....	300
Shelby	75	.....	75	625	.....	625
Simpson	180	.....	180	200	.....	200
Spencer	.....	.....	.....	30	.....	30
Taylor	120	.....	120	75	.....	75
Todd	50	.....	50	50	.....	50
Trigg	100	25	125	85	.....	85
Trimble	.....	.....	.....	.....	.....	.....
Union	25	.....	25	.....	.....	.....
Warren	1,700	50	1,750	1,900	50	1,950
Washington	100	.....	100	100	.....	100
Wayne	.....	.....	.....	.....	.....	.....
Webster	70	5	75	60	.....	60
Whitley	200	.....	200	400	.....	400
Wolfe	.....	.....	.....	.....	.....	.....
Woodford	150	20	170	150	.....	150

Digitized by Google

NORMAL TRAINING SCHOOLS.

	Number of Schools						Number of Teachers					
	1903-1904			1904-1905			1903-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total
Adair	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Allen	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Anderson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ballard	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Barren	.....	.....	.....	.....	.....	.....	8	3	11	.....	.....	.....
Bath	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bell	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Boone	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bourbon	.....	.....	.....	1	.....	1	4	.....	4	3	.....	3
Boyd	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Boyle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bracken	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Breathitt	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Breckinridge	2	.....	2	2	.....	2	1	.....	1	1	.....	1
Bullitt	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Butler	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Caldwell	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Calloway	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Campbell	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carlisle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carroll	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carter	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Casey	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Christian	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clark	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clay	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clinton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Digitized by Google

Crittenden	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Daviess	2	.....	2	2	.....	2	5	.....	5	6	.....	6
Edmonson	.....	.....	.....	2	.....	2	.....	.....	.....	3	.....	3
Elliott	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Estill	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fayette	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fleming	1	.....	1	.....	.....	.....	4	.....	4	.....	.....	.....
Floyd	.....	.....	.....	.....	.....	.....	3	.....	3	.....	.....	.....
Franklin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fulton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gallatin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Garrard	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grant	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Graves	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Grayson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Green	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Greenup	.....	.....	.....	1	.....	1	3	.....	3	2	.....	2
Hancock	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hardin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Harlan	1	.....	1	1	.....	1	1	.....	1	1	.....	1
Harrison	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hart	2	.....	2	2	.....	2	12	.....	12	8	.....	8
Henderson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Henry	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hickman	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hopkins	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jackson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jefferson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jessamine	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Johnson	1	.....	1	1	.....	1	4	.....	4	3	.....	3
Kenton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Knott	1	.....	1	.....	.....	.....	4	.....	4	.....	.....	.....
Knox	4	.....	4	5	.....	5	3	.....	3	4	.....	4
Larue	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Laurel	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lawrence	.....	1	1	3	.....	3	2	.....	2	7	.....	7

Digitized by Google

NORMAL TRAINING SCHOOLS.

	Number of Schools						Number of Teachers					
	1903-1904			1904-1905			1903-1904			1904-1905		
	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total	White	Col'd	Total
Lee	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Leslie	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Letcher	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lewis	1	.....	1	2	.....	2	.....	.....	.....	4	.....	4
Lincoln	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Livingston	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Logan	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lyon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Madison	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Magoffin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Marion	3	1	4	2	1	3	3	1	4	2	1	3
Marshall	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Martin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mason	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
McCracken	1	.....	1	1	.....	1	4	.....	4	2	.....	2
McLean	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Meade	1	.....	1	1	.....	1	3	.....	3	3	.....	3
Menefee	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercer	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Metcalfe	2	2	4	1	1	2	4	2	6	3	1	4
Monroe	2	.....	2	1	.....	1	4	.....	4	2	.....	2
Montgomery	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morgan	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Muhlenberg	1	.....	1	1	.....	1	.....	.....	.....	2	.....	2
Nelson	1	.....	1	1	.....	1	4	.....	4	4	.....	4
Nicholas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Digitized by Google

Oldham	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Owen	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Owsley	1	.....	1	1	.....	1	.....	.....	.....	.....	.....	.....	.....
Pendleton	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Perry	2	.....	2	2	.....	2	.....	.....	.....	.....	.....	.....	.....
Pike	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	4	
Powell	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pulaski	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Robertson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rockcastle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rowan	1	.....	1	1	.....	1	.....	.....	.....	.....	.....	.....	.....
Russell	2	.....	2	.....	.....	.....	.....	.....	.....	8	.....	8	
Scott	.....	.....	.....	1	.....	1	1	.....	1	3	.....	3	
Shelby	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Simpson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Spencer	.....	....	.....	1	.....	1	.....	.....	.....	1	.....	1	
Taylor	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Todd	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Trigg	1	1	2	3	1	4	2	2	4	2	2	4	
Trimble	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Warren	1	.....	1	1	1	2	15	.....	15	20	2	22	
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wayne	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Webster	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Whitley	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wolfe	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Woodford	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Digitized by Google

COUNTY LIBRARIES.

	1903-1904			1904-1905		
	Total No. Books in Library	Increase of Books During Year	Value of Library	Total No. Books in Library	Increase of Books During Year	Value of Library
Adair	170	20	$ 190	305	21	$ 225
Allen	260	45	215	468	49	320
Anderson	190	5	296	200	10	227
Ballard	75	10	100	75	.....	100
Barren	525	75	350	600	75	450
Bath	137	15	125	152	15	152
Bell	180	44	200	184	4	145
Boone	175	.....	150	225	50	200
Bourbon	75	22	37	402	.....	175
Boyd	216	32	110	220	.....	110
Boyle	125	26	150	215	250	170
Bracken	170	36	125	209	39	150
Breathitt	.....	.....	.....	.....	.....	.....
Breckinridge	609	48	396	640	31	432
Bullitt	135	10	90	135	.....	90
Butler	891	24	625	907	36	650
Caldwell	145	.....	145	235	20	235
Calloway	325	.....	400	359	.....	300
Campbell	108	2	150	120	.....	175
Carlisle	147	12	175	300	16	200
Carroll	103	.....	140	103	.....	140
Carter	.....	.....	.....	106	26	75
Casey	240	.....	225	280	15	120
Christian	498	39	585	.....	.....	.....
Clark	147	17	134	157	10	142
Clay	335	50	150	362	20	200
Clinton	268	78	185	410	24	238
Crittenden	.....	.....	.....	343	26	300

Digitized by Google

Cumberland	187	.....	175	.....	.....	.....
Daviess	286	43	210	295	36	225
Edmonson	386	76	225	80	80	75
Elliott	250	91	260	250	.....	200
Estill	75	.....	70	250	25	250
Fayette	125	19	75	.....	.....	.....
Fleming	275	15	300	310	15	300
Floyd	50	.....	50	75	20	75
Franklin	210	11	221	269	12	200
Fulton	625	33	426	635	.....	400
Gallatin	70	50	66	75	5	72
Garrard	108	4	75	114	4	88
Grant	200	.....	250	225	10	275
Graves	582	210	501	737	155	680
Grayson	514	113	350	582	51	300
Green	419	.....	175	453	31	220
Greenup	173	12	189	375	.....	350
Hancock	98	3	90	122	12	108
Hardin	85	35	50	88	3	50
Harlan	230	30	242	150	35	125
Harrison	374	54	390	374	.....	390
Hart	568	103	145	615	47	175
Henderson	335	34	260	375	40	265
Henry	60	.....	150	70	9	150
Hickman	255	15	199	295	.....	215
Hopkins	583	25	504	610	27	549
Jackson	339	.....	150	330	21	275
Jefferson	438	20	620	450	22	650
Jessamine	41	5	35	54	2	30
Johnson	225	20	250	195	20	200
Kenton	222	22	260	300	.....	250
Knott	200	30	150	200	20	150
Knox	609	45	261	650	50	280
Larue	251	33	120	250	.....	115
Laurel	300	.....	200	322	.....	225
Lawrence	246	.....	70	430	.....	400
Lee	125	10	140	130	5	140

Digitized by Google

COUNTY LIBRARIES.

	1903-1904			1904-1905		
	Total No. Books in Library	Increase of Books During Year	Value of Library	Total No. Books in Library	Increase of Books During Year	Value of Library
Leslie	300	121	200	300	120	200
Letcher	170	.....	225	179	.....	225
Lewis	409	.....	347	409	.....	348
Lincoln	268	.....	224	308	40	251
Livingston	217	37	108	270	20	160
Logan	659	49	414	554	13	448
Lyon	310	20	186	310	24	194
Madison	246	25	205	289	25	225
Magoffin	259	.....	75	250	300	400
Marion	610	45	310	620	10	310
Marshall	300	80	300	300	50	500
Martin	298	18	100	312	12	115
Mason	391	25	300	411	20	318
McCracken	329	30	332	377	52	322
McLean	235	35	270	182	.....	225
Meade	354	46	269	376	22	291
Menefee	.....	.....	.....	.....	.....	.....
Mercer	.....	.....	.....	240	.....	95
Metcalfe	393	17	216	440	47	361
Monroe	498	21	475	477	20	560
Montgomery	200	40	125	.....	.....	.....
Morgan	144	24	81	144	24	75
Muhlenberg	815	.....	825	780	64	450
Nelson	350	15	290	.....	.....	.....
Nicholas	362	39	300	413	50	450
Ohio	660	45	320	675	70	165
Oldham	75	.....	25	75	.....	25
Owen	215	15	190	180	.....	150

Digitized by Google

Owsley	26	10	26	26	.....	27
Pendleton	350	75	186	390	40	200
Perry	200	.....	50	192	.....	100
Pike	710	20	425	738	28	461
Powell	.....	.....	.....	.....	.....	.....
Pulaski	742	38	666	960	108	775
Robertson	246	32	215	275	29	230
Rockcastle	175	.....	177	179	.....	137
Rowan	274	34	170	309	25	186
Russell	160	.....	150	155	14	150
Scott	50	5	80	51	.....	90
Shelby	330	20	220	275	30	220
Simpson	200	30	100	225	25	125
Spencer	103	3	50	150	8	50
Taylor	251	24	145	265	30	220
Todd	213	10	203	225	12	234
Trigg	600	100	270	500	100	270
Trimble	180	.....	170	198	5	180
Union	75	.....	60	75	.....	80
Warren	612	74	625	705	95	680
Washington	120	.....	120	120	.....	120
Wayne	172	62	150	181	.....	200
Webster	359	54	100	389	30	221
Whitley	820	20	500	510	20	125
Wolfe	.....	.....	200	300	20	120
Woodford	.....	.....	.....	.....	.....	.....

Digitized by Google

CENSUS ENROLLMENT—White.

	1903-1904			1904-1905		
	Male	Female	Total	Male	Female	Total
Adair	2,243	2,193	4,436	2,276	2,226	4,502
Allen	2,245	2,149	4,394	2,245	2,149	4,394
Anderson	1,430	1,441	2,871	1,435	1,449	2,884
Ballard	1,794	1,682	3,476	1,837	1,676	3,513
Barren	3,226	3,251	6,477	3,223	3,192	6,415
Bath	2,259	2,122	4,381	2,185	2,023	4,208
Bell	1,948	1,732	3,680	2,050	1,837	3,887
Boone	1,278	1,239	2,517	1,278	1,239	2,517
Bourbon	1,125	1,060	2,185	1,152	1,028	2,180
Boyd	2,025	1,996	4,021	2,037	1,965	4,022
Boyle	1,300	1,431	2,731	1,610	1,113	2,723
Bracken	1,779	1,696	3,475	1,694	1,667	3,361
Breathitt	3,181	2,955	6,136	3,181	2,955	6,136
Breckinridge	3,225	3,027	6,282	3,196	2,984	6,180
Bullitt	1,312	1,210	2,522	1,343	1,220	2,563
Butler	2,637	2,612	5,249	2,632	2,550	5,182
Caldwell	2,033	1,931	3,964	1,977	1,851	3,828
Calloway	2,995	2,917	5,912	3,087	1,946	5,033
Campbell	2,068	2,133	4,201	2,076	2,096	4,172
Carlisle	1,589	1,488	3,077	1,614	1,420	3,034
Carroll	1,302	1,322	2,624	1,212	1,201	2,413
Carter	3,925	3,743	7,668	3,998	3,998	7,996
Casey	2,677	2,561	5,233	2,628	2,590	5,218
Christian	3,146	3,778	6,224	3,114	3,019	6,133
Clark	1,437	1,376	2,813	1,421	1,389	2,810
Clay	3,046	2,869	5,915	3,048	2,870	5,918
Clinton	1,283	1,247	2,530	1,283	1,247	2,530
Crittenden	2,512	2,266	4,768	2,512	2,268	4,778
Cumberland	1,522	1,517	3,039	1,547	1,452	2,999
Daviess	4,015	3,638	7,653	3,893	3,596	7,489

Digitized by Google

Edmonson	1,771	1,670	3,441	1,171	1,670	3,441
Elliott	2,091	1,996	4,087	2,501	1,979	4,480
Estill	2,441	1,787	4,228	2,349	1,832	4,181
Fayette	1,726	1,475	3,201	1,748	1,533	3,281
Fleming	2,610	2,495	5,105	2,351	2,370	4,921
Floyd	3,011	2,799	5,810	3,211	2,902	6,113
Franklin	1,873	1,682	3,561	1,434	2,034	3,468
Fulton	1,450	1,349	2,799	1,464	1,380	2,844
Gallatin	666	602	1,268	653	571	1,224
Garrard	1,450	1,393	2,848	1,479	1,443	2,922
Grant	1,804	1,730	3,534	1,923	1,872	3,795
Graves	5,064	4,974	10,038	5,064	4,970	10,034
Grayson	3,504	3,322	6,826	3,470	3,350	6,820
Green	1,795	1,713	3,508	1,824	1,704	3,528
Greenup	2,809	2,703	5,512	2,759	2,691	5,450
Hancock	1,464	1,343	2,807	1,462	1,316	2,778
Hardin	3,266	3,285	6,551	3,266	3,285	6,551
Harlan	1,968	1,778	3,746	1,946	1,735	3,681
Harrison	1,990	2,056	4,046	1,910	1,895	3,805
Hart	2,606	2,788	5,394	2,502	2,734	5,236
Henderson	3,016	2,818	5,834	2,660	2,376	5,036
Henry	2,011	1,888	3,829	2,010	1,798	3,808
Hickman	1,882	1,598	3,480	1,775	1,603	3,378
Hopkins	4,266	4,206	8,472	4,299	4,138	8,437
Jackson	2,043	1,994	4,037	2,008	1,994	3,347
Jefferson	3,255	3,107	6,362	3,347	3,661	6,508
Jessamine	1,347	1,295	2,642	1,337	1,338	2,675
Johnson	2,894	2,695	5,592	2,974	2,766	5,740
Kenton	2,549	2,454	5,003	2,701	2,675	5,376
Knott	1,678	1,793	3,471	1,851	1,709	3,560
Knox	3,763	3,361	7,124	3,968	3,158	7,126
Larue	1,734	1,599	3,333	1,581	1,671	3,252
Laurel	3,253	3,144	6,397	3,253	3,144	6,397
Lawrence	3,718	3,704	7,423	3,754	3,731	7,485
Lee	1,658	1,607	3,265	1,658	1,607	3,265
Leslie	1,446	1,404	2,850	1,446	1,404	2,850
Letcher	1,884	1,805	3,689	1,931	1,856	3,787

Digitized by Google

CENSUS ENROLLMENT—White.

	1903-1904			1904-1905		
	Male	Female	Total	Male	Female	Total
Lewis	2,905	2,736	5,641	2,769	2,641	5,410
Lincoln	2,335	2,177	4,517	2,274	2,123	4,379
Livingston	1,769	1,635	3,404	1,743	1,671	3,414
Logan	2,966	2,732	5,688	2,834	2,597	5,436
Lyon	1,220	1,343	2,563	1,220	1,343	2,563
Madison	2,734	2,735	5,469	2,734	2,735	5,469
Magoffin	2,461	2,326	4,787	2,509	2,378	4,578
Marion	2,381	2,432	4,813	2,407	2,349	4,756
Marshall	2,396	2,332	4,728	2,387	2,363	4,750
Martin	1,174	1,086	2,260	1,272	1,119	2,391
Mason	1,685	1,605	3,295	1,698	1,603	3,301
McCracken	1,708	1,545	3,253	1,708	1,545	3,253
McLean	2,112	2,040	4,152	2,163	1,986	4,149
Meade	1,573	1,455	3,025	1,508	1,404	2,912
Menefee	1,246	1,172	2,418	1,297	1,163	2,460
Mercer	1,948	1,789	3,737	1,890	1,800	3,690
Metcalfe	1,506	1,484	2,990	1,484	1,456	2,940
Monroe	2,006	2,231	4,237	2,158	2,244	4,208
Montgomery	1,468	1,357	2,825	1,664	1,171	2,835
Morgan	2,822	2,722	5,544	2,822	2,795	5,547
Muhlenberg	3,163	2,993	6,156	3,586	3,367	6,953
Nelson	2,464	2,195	4,659	2,348	2,232	4,580
Nicholas	1,673	1,621	3,294	1,743	1,602	3,345
Ohio	4,387	4,063	8,450	4,364	4,158	8,522
Oldham	690	554	1,344	694	638	1,320
Owen	2,242	2,122	4,364	2,242	2,122	4,364
Owsley	1,332	1,269	2,601	1,332	1,269	2,601
Pendleton	2,225	2,126	4,421	2,213	2,145	4,358
Perry	1,689	1,661	3,350	1,749	1,701	3,450

Digitized by Google

Pike	4,802	4,409	9,211	4,887	4,552	9,439
Powell	1,137	1,097	2,234	.....	.....	.....
Pulaski	5,482	5,612	11,145	5,630	5,518	11,148
Robertson	660	593	1,253	620	593	1,213
Rockcastle	2,310	2,160	4,570	2,417	2,277	4,694
Rowan	1,606	1,525	3,143	1,575	1,463	3,138
Russell	1,662	1,642	3,304	1,651	1,711	3,362
Scott	1,644	1,523	3,167	1,615	1,500	3,115
Shelby	1,900	1,761	3,661	1,810	1,786	3,596
Simpson	1,209	1,273	2,482	1,283	1,257	2,540
Spencer	1,084	1,019	2,103	1,084	1,019	2,133
Taylor	1,719	1,585	3,304	1,964	1,525	3,289
Todd	1,834	1,764	3,598	1,793	1,730	3,523
Trigg	1,905	1,855	3,760	1,853	1,886	3,739
Trimble	1,043	1,023	2,066	998	1,008	2,006
Union	3,065	2,993	6,058	2 968	2,900	5,868
Warren	2,833	2,673	5,506	2,856	2,720	5,576
Washington	1,996	1,885	3,880	1,987	1,841	3,701
Wayne	2,304	5,537	3,537	2,778	2,625	5,503
Webster	3,050	3,066	6,116	3,057	2,976	6,033
Whitley	4,549	4,294	8,843	4,759	4,437	9,196
Wolfe	1,003	789	3,600	1,903	1,789	3,692
Woodford	1,149	1,132	2,276	2,113	1,925	2,168

Digitized by Google

CENSUS ENROLLMENT—Colored.

	1903-1904			1904-1905		
	Male	Female	Total	Male	Female	Total
Adair	254	276	530	255	286	541
Allen	153	151	304	153	151	304
Anderson	208	214	422	205	199	404
Ballard	280	299	579	257	279	536
Barren	703	735	1,438	692	709	1,401
Bath	285	273	558	269	247	516
Bell	61	71	132	72	77	149
Boone	120	114	234	90	66	156
Bourbon	803	708	1,511	813	727	1,515
Boyd	25	23	48	24	22	46
Boyle	636	916	1,552	780	691	1,476
Bracken	50	49	99	46	42	88
Breathit	80	97	177	80	97	177
Breckinridge	416	372	788	374	393	767
Bullitt	155	167	322	162	174	336
Butler	144	145	289	140	142	282
Caldwell	565	504	1,069	547	533	1,088
Calloway	276	300	576	267	299	566
Campbell	.....	.....	.....	.....	.....	.....
Carlisle	89	100	189	38	92	130
Carroll	126	124	250	118	113	231
Carter	21	22	43	22	22	44
Casey	98	90	188	94	84	178
Christian	2,637	2,917	5,554	2,638	2,920	5,558
Clark	445	396	841	390	331	721
Clay	91	110	201	91	110	201
Clinton	35	21	56	35	21	56
Crittenden	166	147	313	166	147	313
Cumberland	213	270	483	222	254	476
Daviess	469	423	892	443	431	874

Digitized by Google

Edmonson	84	81	165	84	81	165
Elliott	.....	.....	.....	.....	.....	.....
Estill	29	25	54	22	23	45
Fayette	1,224	1,276	2,500	1,245	1,310	2,755
Fleming	271	237	508	285	255	340
Floyd	17	23	40	17	23	40
Franklin	234	271	505	124	264	388
Fulton	471	479	950	506	513	1,019
Gallatin	67	67	134	61	66	127
Garrard	516	486	1,002	480	444	924
Grant	79	68	147	89	88	177
Graves	624	584	1,208	624	584	1,208
Grayson	76	73	149	73	71	144
Green	371	343	714	357	331	688
Greenup	48	43	91	36	41	77
Hancock	126	121	247	130	125	255
Hardin	324	336	660	324	336	660
Harlan	59	50	109	55	70	125
Harrison	207	214	421	183	205	388
Hart	402	453	855	403	427	830
Henderson	835	800	1,635	853	746	1.599
Henry	476	492	860	450	441	891
Hickman	404	393	797	375	360	735
Hopkins	916	954	1,870	971	1,018	1,589
Jackson	.....	.....	.....	.....	.....	.....
Jefferson	890	856	1,746	922	848	1.770
Jessamine	660	681	1,341	590	621	1,211
Johnson	.....	.....	.....	.....	.....	.....
Kenton	114	119	233	114	115	229
Knott	29	27	56	30	24	54
Knox	134	164	301	179	124	303
Larue	150	147	297	136	136	272
Laurel	142	115	257	142	115	207
Lawrence	33	25	58	30	28	58
Lee	59	62	121	59	62	121
Leslie	22	22	44	22	22	44
Letcher	.....	.....	.....	.....	.....	.....

Digitized by Google

CENSUS ENROLLMENT—Colored.

	1903-1904			1904-1905		
	Male	Female	Total	Male	Female	Total
Lewis	22	31	53	19	24	43
Lincoln	654	664	1,318	622	616	1,238
Livingston	122	135	257	123	134	257
Logan	1,210	1,122	2,322	1,161	1,088	2,299
Lyon	259	283	542	259	283	542
Madison	883	790	1,673	883	790	1,673
Magoffin	12	14	26	12	12	24
Marion	687	654	1,341	653	637	1,290
Marshall	59	49	108	64	51	115
Martin	.....	.....	.....	.....	.....	.....
Mason	465	454	919	459	469	928
McCracken	361	282	643	361	282	643
McLean	214	196	410	216	196	412
Meade	156	130	286	128	142	270
Menefee	.....	.....	.....	8	13	21
Mercer	471	417	888	505	545	959
Metcalfe	205	200	405	202	197	399
Monroe	151	147	298	123	118	241
Montgomery	614	545	1,159	624	636	1,159
Morgan	.....	.....	.....	.....	.....	.....
Muhlenberg	450	383	833	460	402	862
Nelson	667	642	1,309	656	635	1,291
Nicholas	197	192	389	168	171	339
Ohio	245	256	501	225	250	477
Oldham	251	251	502	240	236	476
Owen	182	205	387	182	205	387
Owsley	13	15	28	12	11	23
Pendleton	71	80	151	75	46	121
Perry	42	49	91	45	45	90

Digitized by Google

Pike	40	36	76	34	50	84			
Powell	73	72	145						
Pulaski	208	265	473	208	265	473			
Robertson	23	20	43	21	16	37			
Rockcastle	22	28	50	13	19	32			
Rowan									
Russell	55	67	122	55	63	128			
Scott	795	686	1,421	723	692	1,415			
Shelby	832	816	1,648	853	865	1,718			
Simpson	484	538	1,022	854	514	998			
Spencer	221	189	409	221	188	409			
Taylor	286	201	587	315	296	611			
Todd	1,243	1,233	2,476	1,173	1,113	2,286			
Trigg	797	778	1,575	740	729	1,469			
Trimble	34	37	71	30	27	57			
Union	496	496	992	463	462	925			
Warren	897	836	1,733	873	815	1,688			
Washington	443	430	873	192	222	414			
Wayne	165	145	290	136	150	286			
Webster	482	473	905	468	489	957			
Whitley	171	159	330	157	173	330			
Wolfe	38	24	62	38	24	62			
Woodford	687	645	1,332	590	624	1,223			

Digitized by Google

NUMBER OF PUPILS ENROLLED IN SCHOOL.

	White		Colored	
	1903-1904	1904-1905	1903-1904	1904-1905
Adair	3,173	3,385	321	376
Allen	.....	3,427	.....	148
Anderson	2,227	2,235	235	243
Ballard	3,000	3,161	400	373
Barren	4,049	4,547	928	594
Bath	2,983	3,055	395	382
Bell	3,325	3,303	96	126
Boone	1,820	2,050	1,075	150
Bourbon	1,132	1,160	976	975
Boyd	2,785	2,894	34	35
Boyle	1,977	2,723	1,153	1,130
Bracken	2,600	2,600	45	56
Breathitt	4,240	4,400	122	128
Breckinridge	4,419	5,203	533	298
Bullitt	1,495	1,907	195	277
Butler	3,948	4,150	207	222
Caldwell	3,272	3,306	930	940
Calloway	4,288	4,888	284	284
Campbell	.....	2,605	.....	.....
Carlisle	2,506	2,364	145	160
Carroll	2,280	1,552	175	132
Carter	6,382	7,006	22	25
Casey	.....	4,205	.....	140
Christian	.....	4,109	.....	4,001
Clark	1,908	2,005	522	456
Clay	.....	.....	.....	62
Clinton	.....	2,320	.....	36
Crittenden	.....	3,600	.....	236
Cumberland	2,555	.....	238	.....
Daviess	5,463	5,618	573	650
Edmonson	.....	2,636	.....	140
Elliott	3,518	3,232	.....	.....
Estill	3,667	3,336	44	21
Fayette	1,536	1,504	1,258	869
Fleming	3,914	3,690	363	400
Floyd	4,351	5,691	27	30
Franklin	2,680	2,264	338	300
Fulton	2,322	2,137	620	599
Gallatin	914	910	101	80
Garrard	2,054	2,229	624	640
Grant	2,980	2,900	120	100
Graves	7,204	8,168	837	798
Grayson	5,188	5,483	98	98
Green	2,625	2,642	516	488
Greenup	.....	4,156	.....	62
Hancock	1,940	1,970	188	200
Hardin	5,265	4,601	640	495
Harlan	2,397	2,854	24	95
Harrison	3,271	3,441	390	390
Hart	4,415	4,341	509	483
Henderson	3,880	3,800	1,170	1,100
Henry	2,390	2,750	540	545
Hickman	.....	2,572	.....	538
Hopkins	6,625	5,839	1,279	1,130
Jackson	3,207	2,917	.....	.....
Jefferson	3,211	3,492	834	855
Jessamine	1,773	1,236	795	515
Johnson	4,150	4,956	.....	.....
Kenton	2,483	2,683	133	138
Knott	2,983	2,682	28	32

Digitized by Google

NUMBER OF PUPILS ENROLLED IN SCHOOL.

	White		Colored	
	1903-1904	1904-1905	1903-1904	1904-1905
Knox	5,840	6,000	263	260
Larue	2,524	2,406	177	169
Laurel	5,824	5,148	206	208
Lawrence	.....	5,988	.....	43
Lee	.....	2,611	.....	96
Leslie	.....	.....	.....	.....
Letcher	3,196	3,274	.....	.....
Lewis	4,007	3,804	29	27
Lincoln	3,550	3,760	1,000	950
Livingston	.....	2,741	.....	158
Logan	3,927	3,820	1,900	1,280
Lyon	1,862	1,933	307	378
Madison	3,350	3,656	1,240	1,178
Magoffin	2,647	4,364	21	17
Marion	3,560	3,390	950	910
Marshall	4,500	4,000	72	90
Martin	1,683	1,567	.....	.....
Mason	2,367	2,251	558	538
McCracken	2,431	2,440	413	396
McLean	3,514	3,633	299	282
Meade	2,525	2,575	220	203
Menefee	.....	1,654	.....	21
Mercer	.....	2,600	.....	520
Metcalfe	2,124	2,101	282	300
Monroe	3,404	3,165	197	241
Montgomery	.....	2,532	.....	978
Morgan	3,773	3,595	.....	.....
Muhlenberg	4,697	5,380	465	620
Nelson	.....	.....	.....	.....
Nicholas	2,466	2,053	217	195
Ohio	4,761	6,000	321	300
Oldham	889	865	385	292
Owen	3,760	2,474	.....	312
Owsley	2,134	2,125	15	22
Pendleton	3,803	2,700	95	80
Perry	.....	2,730	67	70
Pike	6,611	6,398	45	59
Powell	.....	.....	.....	.....
Pulaski	.....	9,100	.....	333
Robertson	923	844	18	7
Rockcastle	3,550	3,573	27	25
Rowan	2,010	2,347	.....	8
Russell	2,606	2,454	104	98
Scott	2,102	2,093	775	764
Shelby	2,157	.....	849	.....
Simpson	1,750	1,800	585	590
Spencer	780	1,720	225	369
Taylor	2,750	2,600	501	400
Todd	3,460	3,250	2,391	2,085
Trigg	3,062	2,879	937	1,166
Trimble	1,650	1,700	45	48
Union	.....	.....	.....	.....
Warren	3,735	3,858	1,138	1,085
Washington	2,875	2,791	394	441
Wayne	3,162	4,554	188	228
Webster	5,043	4,888	606	614
Whitley	7,344	7,220	275	262
Wolfe	.....	2,763	.....	48
Woodford	1,723	1,345	961	660

Digitized by Google

AVERAGE ATTENDANCE AT SCHOOL.

	1903-1904		1904-1905	
	White	Colored	White	Colored
Adair	1,770	195	1,833	174
Allen	.....	.....	1,836	71
Anderson	1,449	160	1,508	178
Ballard	1,250	225	1,282	180
Barren	2,920	610	2,797	594
Bath	1,932	271	1,995	275
Bell	1,721	43	1,731	46
Boone	1,175	100	1,175	80
Bourbon	712	587	773	633
Boyd	.....	.....	.....	.....
Boyle	1,340	957	1,973	1,130
Bracken	2,103	28	2,224	46
Breathitt	2,179	84	2,319	96
Breckinridge	2,248	268	2,420	190
Bullitt	916	142	1,071	154
Butler	2,021	120	2,020	110
Caldwell	1,675	410	1,699	395
Calloway	2,583	143	2,971	157
Campbell	.....	.....	2,100	.....
Carlisle	1,396	98	1,398	.....
Carroll	1,290	120	1,032	87
Carter	4,928	14	4,600	18
Casey	.....	.....	2,805	117
Christian	.....	.....	2,292	1,750
Clark	1,142	250	1,210	238
Clay	.....	.....	1,970	62
Clinton	1,227	25	1,426	32
Crittenden	.....	.....	.....	.....
Cumberland	1,427	153	.....	.....
Daviess	3,216	331	3,192	339
Edmonson	.....	.....	1,198	.....
Elliott	1,833	.....	2,064	.....
Estill	1,478	19	741	.....
Fayette	896	614	1,001	503
Fleming	2,960	235	2,875	265
Floyd	3,650	10	3,667	16
Franklin	2,130	208	1,408	204
Fulton	1,520	308	1,248	306
Gallatin	531	58	497	43
Garrard	1,791	426	1,362	425
Grant	1,880	100	1,755	86
Graves	4,500	441	4,219	397
Grayson	3,251	61	3,078	60
Green	1,417	243	1,391	266
Greenup	.....	.....	2,004	31
Hancock	1,078	102	1,100	111
Hardin	3,545	400	2,730	395
Harlan	1,550	43	.....	.....
Harrison	1,831	198	1,870	198
Hart	3,298	366	3,235	365
Henderson	3,000	750	3,000	800
Henry	1,450	285	1,625	285
Hickman	.....	.....	1,280	293
Hopkins	2,810	624	2,563	560
Jackson	854	.....	2,562	.....
Jefferson	2,796	769	2,468	663
Jessamine	1,195	308	677	301
Johnson	2,356	.....	2,275	.....
Kenton	1,811	69	1,833	78
Knott	1,362	19	1,134	10

Digitized by Google

AVERAGE ATTENDANCE AT SCHOOL.

	1903-1904		1904-1905	
	White	Colored	White	Colored
Knox	3,465	135	3,640	140
Larue	1,423	87	1,625	79
Laurel	2,969	131	2,687	131
Lawrence	.....	.....	.....	.....
Lee	.....	.....	.....	.....
Leslie	.....	.....	.....	.....
Letcher	1,448	.....	1,474	.....
Lewis	2,077	18	2,004	16
Lincoln	2,700	850	2,860	950
Livingston	.....	.....	1,800	96
Logan	2,600	475	2,306	1,049
Lyon	.....	.....	1,139	220
Madison	2,250	725	2,054	632
Magoffin	.....	.....	1,570	8
Marion	2,597	760	3,120	665
Marshall	3,300	30	.....	.....
Martin	1,030	.....	1,196	.....
Mason	1,531	359	1,540	296
McCracken	1,957	246	1,185	156
McLean	2,729	227	3,132	221
Meade	1,275	170	1,290	106
Menefee	.....	.....	.....	.....
Mercer	.....	.....	1,806	330
Metcalfe	1,143	130	1,059	107
Monroe	1,851	107	1,710	97
Montgomery	.....	.....	1,980	705
Morgan	1,876	.....	3,223	.....
Muhlenberg	3,570	375	3,140	375
Nelson	.....	.....	.....	.....
Nicholas	1,585	120	1,156	124
Ohio	4,121	287	4,000	2,060
Oldham	.....	.....	.....	.....
Owen	2,176	219	.....	.....
Owsley	751	3	1,258	5
Pendleton	3,359	65	3,200	50
Perry	1,281	45	1,326	44
Pike	2,915	27	2,834	45
Powell	.....	.....	.....	.....
Pulaski	.....	.....	5,436	265
Robertson	577	6	4,657	4
Rockcastle	775	.....	3,625	.....
Rowan	1,196	.....	1,580	6
Russell	1,457	44	1,490	33
Scott	1,158	423	1,161	429
Shelby	1,559	396	.....	.....
Simpson	1,175	300	1,180	550
Spencer	.....	.....	1,357	324
Taylor	2,100	350	1,800	300
Todd	2,750	2,000	2,500	2,000
Trigg	1,970	780	2,035	590
Trimble	1,080	22	1,100	25
Union	.....	.....	.....	.....
Warren	2,086	591	2,001	535
Washington	1,774	252	1,598	204
Wayne	2,823	118	2,201	132
Webster	2,964	389	2,898	420
Whitley	4,850	170	6,024	170
Wolfe	.....	.....	2,112	34
Woodford	975	444	787	291

Digitized by Google

ATTENDANCE AT SCHOOL.

	Percentage based on census				Percentage based on enrollment			
	1903-1904		1904-1905		1903-1904		1904-1905	
	White	Colored	White	Colored	White	Colored	White	Colored
Adair	45	35	46	31	55	45	56	44
Allen	..	..	41	20	..	..	56	26
Anderson	50	37	56	44	65	67	51	60
Ballard	72	50	76	50	..	..	..	..
Barren	45	42	43	42	66	66	60	66
Bath	44	48	47	53	66	68	65	74
Bell	47	32	30	44	52	45	52	36
Boone	43	30	70	65	65	60	80	90
Bourbon	32	35	36	40	62	60	66	68
Boyd	36	31	30	25	52	47	37	28
Boyle	49	61	48	61	67	83	69	94
Bracken	48	20	66	52	70	63	86	83
Breathitt	35	42	37	54	49	69	52	75
Breckinridge	36	34	38	25	80	50	50	48
Bullitt	37	41	42	47	61	90	56	65
Butler	38	41	39	..	51	57	48	..
Caldwell	42	38	34	36	51	44	51	42
Calloway	41	32	43	..	63	52	64	..
Campbell	..	..	56	..	..	..	70	..
Carlisle	56	60	46	..	55	60	58	..
Carroll	45	48	44	38	57	68	66	65
Carter	69	..	59	..	72	..	65	..
Casey	..	..	73	62	..	..	78	..
Christian	..	..	37	32	..	..	56	44
Clark	41	30	44	33	64	55	60	52
Clay	..	..	..	..	..	..	..	..
Clinton	..	..	56	57	..	..	61	88

Digitized by Google

Crittenden	..	..	..	..	..	..	..	..
Cumberland	46	36	..	..	59	45	..	..
Daviess	42	37	42	39	59	57	57	52
Edmonson	..	..	35	36	..	..	45	43
Elliott	45	..	..	..	52	....	..	..
Estill	33	80	29	46	40	43	78	43
Fayette	125	24	31	19	50	48	67	58
Fleming	57	46	55	49	76	64	78	66
Floyd	83	..	60	79	39	84	65	55
Franklin	58	43	40	52	73	61	62	68
Fulton	30	34	44	32	52	47	56	54
Gallatin	79	43	64	54	55	57	81	65
Garrard	45	42	46	45	62	68	59	65
Grant	50	75	46	40	65	80	60	86
Graves	43	37	42	33	62	64	81	66
Grayson	48	..	46	..	62	..	56	..
Green	41	40	42	40	54	48	51	50
Greenup	..	..	36	39	..	..	57	50
Hancock	38	41	42	43	55	54	56	54
Hardin	51	57	42	60	74	60	59	80
Harlan	42	40	40	45	53	46	77	74
Harrison	45	47	55	51	56	52	49	57
Hart	61	42	61	43	81	59	70	74
Henderson	52	47	60	51	84	73	80	70
Henry	37	29	42	31	62	55	59	52
Hickman	..	..	50	..	..	..	49	..
Hopkins	33	33	28	29	42	44	..	49
Jackson	43	..	64	..	30	..	89	..
Jefferson	44	41	37	36	87	286	70	77
Jessamine	53	33	26	25	76	52	55	55
Johnson	43	..	40	..	57	..	50	..
Kenton	36	30	34	33	73	52	68	56
Knott	35	33	31	18	44	57	40	31
Knox	47	45	51	49	60	50	61	57
Larue	43	29	50	29	56	48	68	47
Laurel	46	40	42	41	50	51	52	52
Lawrence	..	..	33	..	57	35	47	..

Digitized by Google

ATTENDANCE AT SCHOOL.

	Percentage based on census				Percentage based on enrollment			
	1903-1904		1904-1905		1903-1904		1904-1905	
	White	Colored	White	Colored	White	Colored	White	Colored
Lee	48	45	49	41	..	..	56	34
Leslie	..	..	..	..	..	..	..	..
Letcher	39	..	39	..	45	45	36	..
Lewis	36	34	36	36	51	61	52	58
Lincoln	79	61	62	65	74	92	76	70
Livingston	..	..	52	37	..	..	65	61
Logan	42	36	36	37	61	52	60	51
Lyon	38	30	44	40	56	54	58	58
Madison	41	40	37	38	58	58	46	51
Magoffin	31	..	33	..	70	..	36	..
Marion	59	56	61	52	70	77	90	77
Marshall	75	30	..	..	66	52	..	..
Martin	46	..	50	..	61	..	72	..
Mason	96	60	42	47	60	64	64	63
McCracken	60	39	36	24	80	58	48	39
McLean	66	56	75	53	77	75	85	78
Meade	42	53	44	47	50	79	50	63
Menefee	..	..	..	..	..	..	..	..
Mercer	..	..	44	36	..	..	67	60
Metcalfe	38	32	35	26	53	46	49	35
Monroe	41	35	38	32	54	54	53	45
Montgomery	..	..	35	37	..	..	47	51
Morgan	21	..	59	..	26	..	85	..
Muhlenberg	58	42	45	45	75	80	66	66
Nelson	..	..	..	..	..	..	..	..
Nicholas	47	30	34	36	64	55	56	63
Ohio	47	44	50	65	54	59	83	70

Digitized by Google

Oldham	..	..	..	..	..	..	..	..
Owen	42	40	..	..	60	50	..	..
Owsley	47	46	48	56	38	87	59	58
Pendleton	79	62	..	..	37	43	..	..
Perry	38	49	38	48	48	65	47	63
Pike	32	35	31	53	44	60	44	75
Powell	..	..	..	..	..	..	..	..
Pulaski	..	..	48	43	..	..	57	61
Robertson	46	14	38	10	62	33	55	57
Rockcastle	50	..	56	..	42	..	73	..
Rowan	35	..	50	..	59	42	74	..
Russell	44	36	49	27	56	..	57	30
Scott	36	29	37	30	55	54	55	56
Shelby	42	24	..	..	71	46	..	..
Simpson	49	30	42	39	66	50	60	53
Spencer	..	..	..	..	..	..	..	..
Taylor	60	50	46	52	176	65	68	75
Todd	56	82	70	68	54	79	76	61
Trigg	52	49	53	52	64	171	73	71
Trimble	52	32	54	43	65	48	64	62
Union	..	..	..	..	..	..	..	..
Warren	37	34	51	58	55	52	64	50
Washington	46	36	60	40	65	42	72	52
Wayne	35	36	58	42	59	34	70	50
Webster	48	43	48	44	58	64	59	68
Whitley	50	50	65	51	69	62	80	65
Wolfe	..	..	75	75	..	..	52	..
Woodford	95	72	51	54	56	46	58	60

Digitized by Google

Cost of Teaching Each Child, Based on Average Attendance.

	1903-1904		1904-1905	
	White	Colored	White	Colored
Adair	$ 5 10	$ 7 20	$ 4 32	$ 7 21
Allen	.....	.....	5 90	14 00
Anderson	7 72	7 52	5 56	7 32
Ballard	5 70	6 52	5 70	7 52
Barren	5 73	6 68	6 85	6 77
Bath	5 92	6 08	6 20	6 10
Bell	5 61	3 58	6 69	9 42
Boone	700	.....	.....	.....
Bourbon	8 76	7 30	8 50	7 52
Boyd	9 01	9 24	14 94	12 14
Boyle	5 33	4 19	5 41	4 26
Bracken	7 98	8 69	7 79	5 89
Breathitt	7 12	4 57	7 88	5 80
Breckinridge	6 77	10 23	9 59	17 30
Bullitt	7 26	.....	7 09	.....
Butler	7 96	7 44	8 84	7 20
Caldwell	4 56	9 14	8 60	.....
Calloway	7 00	6 80	7 28	.....
Campbell	.....	.....	7 75	.....
Carlisle	.....	.....	7 00	.....
Carroll	5 55	.....	11 72	9 42
Carter	4 00	.....	5 00	.....
Casey	.....	.....	5 39	6 14
Christian	.....	.....	20 35	10 90
Clark	6 72	8 97	6 85	9 23
Clay	.....	.....	9 00	9 00
Clinton	.....	.....	.....	.....
Crittenden	.....	.....	.....	.....
Cumberland	5 59	8 78	.....	.....
Daviess	7 23	7 87	8 04	8 40
Edmonson	.....	.....	8 47	10 72
Elliott	5 97	.....	5 90	.....
Estill	7 56	12 24	5 68	14 00
Fayette	9 35	10 66	9 76	15 00
Fleming	4 45	6 01	5 52	5 52
Floyd	3 90	8 48	4 87	6 71
Franklin	4 33	6 38	7 36	5 67
Fulton	.....	.....	13 55	11 49
Gallatin	6 62	8 13	7 61	9 04
Garrard	5 76	6 33	6 29	6 88
Grant	6 00	5 00	8 54	8 43
Graves	8 24	8 88	.....	.....
Grayson	5 59	.....	6 05	.....
Green	6 84	12 81	7 20	9 20
Greenup	.....	.....	11 20	7 20
Hancock	7 91	7 50	7 52	7 20
Hardin	4 38	4 66	5 28	.....
Harlan	6 49	5 00	6 47	.....
Harrison	6 16	7 80	7 25	7 25
Hart	4 76	6 89	4 65	6 27
Henderson	.....	.....	.....	.....
Henry	6 93	9 32	7 00	9 00
Hickman	.....	.....	9 50	8 50
Hopkins	9 12	8 23	11 34	13 17
Jackson	6 09	.....	4 67	.....
Jefferson	5 18	6 13	5 92	2 94
Jessamine	.....	7 35	14 09	13 62
Johnson	6 14	.....	5 80	.....
Kenton	10 20	10 85	10 70	11 65

Digitized by Google

Cost of Teaching Each Child, Based on Average Attendance.

	1903-1904		1904-1905	
	White	Colored	White	Colored
Knott	$ 7 09	$ 7 47	$ 9 57	$15 94
Knox	5 28	5 87	5 79	7 34
Larue	7 46	9 71	6 56	11 84
Laurel	5 54	5 02	6 46	5 00
Lawrence	.....	.....	7 47	.....
Lee	6 67	15 40	7 11	11 39
Leslie	.....	.....	.....	.....
Letcher	6 82	.....	5 00	.....
Lewis	8 71	19 63	7 66	.....
Lincoln	4 62	3 60	4 67	3 87
Livingston	.....	.....	5 65	10 60
Logan	4 90	7 12	6 72	7 10
Lyon	6 20	9 69	8 00	7 21
Madison	6 36	6 57	7 87	8 25
Magoffin	8 24	8 80	10 20	.....
Marion	4 83	4 60	.....	.....
Marshall	2 83	.....	.....	.....
Martin	5 63	.....	6 08	.....
Mason	5 83	6 80	6 92	6 92
McCracken	5 00	7 43	8 89	14 56
McLean	4 31	5 43	4 34	6 31
Meade	6 57	5 55	8 91	7 75
Menefee	.....	.....	.....	.....
Mercer	.....	.....	5 00	6 70
Metcalfe	6 75	9 30	8 27	13 98
Monroe	5 99	7 08	7 00	13 00
Montgomery	.....	.....	.....	.....
Morgan	6 31	.....	8 10	.....
Muhlenberg	6 82	9 85	9 60	9 20
Nelson	.....	.....	.....	.....
Nicholas	5 49	9 34	4 55	9 00
Ohio	6 90	7 14	5 00	5 40
Oldham	6 80	7 00	11 50	14 50
Owen	.....	.....	.....	.....
Owsley	5 42	8 82	6 66	9 97
Pendleton	3 40	6 70	4 10	7 70
Perry	12 63	5 05	7 85	5 86
Pike	8 09	9 49	9 52	5 50
Powell	.....	.....	.....	.....
Pulaski	.....	.....	5 98	6 48
Robertson	4 03	12 30	7 56	.....
Rockcastle	5 14	.....	6 05	.....
Rowan	6 76	.....	5 84	21 37
Russell	5 85	10 15	5 46	13 40
Scott	11 18	13 29	11 21	13 78
Shelby	6 18	10 97	.....	.....
Simpson	5 00	10 00	8 00	7 00
Spencer	.....	.....	4 47	4 22
Taylor	4 25	4 58	5 25	5 70
Todd	3 10	3 12	4 15	5 17
Trigg	5 06	5 35	5 46	5 50
Trimble	7 29	11 17	7 30	10 90
Union	.....	.....	.....	.....
Warren	6 98	8 09	8 22	9 30
Washington	6 79	5 13	11 44	4 09
Wayne	8 00	7 50	7 42	7 66
Webster	5 41	6 24	6 21	6 69
Whitley	4 72	5 79	5 00	.....
Wolfe	.....	.....	7 50	.....
Woodford	6 00	7 65	8 04	9 12

Digitized by Google

COUNTY TEACHERS' CERTIFICATES.

	Number who hold 1st class		Number who hold 2nd class		Number who hold 3rd class	
	1903-'4	1904-'05	1903-'04	1904-'05	1903-'04	1904-'05
Adair	39	42	50	50	10	10
Allen	....	36	....	32	....	12
Anderson	72	67	11	10	....	3
Ballard	47	54	13	5	5	....
Barren	39	38	22	30	7	9
Bath	112	119	18	23	18	23
Bell	30	34	12	27	10	13
Boone	19	43	16	11	7	4
Bourbon	....	46	13	8	3	7
Boyd	50	22	11	25	2	....
Boyle	41	41	11	11	4	5
Bracken	40	28	30	1	2	8
Breathitt	72	75	61	62	18	21
Breckinridge	62	64	68	68	26	29
Bullitt	20	31	15	14	10	7
Butler	60	62	52	33	4	6
Caldwell	56	57	18	32	14	34
Calloway	34	43	20	34	11	14
Campbell	....	52	....	6	....	2
Carlisle	7	41	....	4	....	4
Carroll	27	29	19	13	1	2
Carter	....	50	....	....	....	....
Casey	....	...	....	....	....	....
Christian	....	96	....	96	....	19
Clark	36	24	27	25	9	11
Clay	45	44	45	50	10	15
Clinton	32	27	11	16	....	2
Crittenden	....	38	....	30	....	2
Cumberland	46	....	20	....	4	....
Daviess	120	123	55	77	14	10
Edmonson	24	40	19	38	8	10
Elliott	74	33	28	25	8	13
Estill	20	45	29	20	26	12
Fayette	43	67	....	8	....	....
Fleming	85	66	11	12	8	....
Floyd	78	48	22	64	13	25
Franklin	56	61	2	3	....	....
Fulton	45	39	10	13	5	4
Gallatin	10	20	3	4	1	1
Garrard	69	34	23	17	12	....
Grant	51	49	13	5	5	2
Graves	142	148	39	28	13	20
Grayson	69	66	36	36	13	8
Green	18	17	21	14	13	3
Greenup	....	71	....	10	....	4
Hancock	33	51	18	30	....	12
Hardin	72	70	20	23	23	22
Harlan	23	56	13	28	10	6
Harrison	45	59	26	20	5	3
Hart	68	59	37	26	38	23
Henderson	75	71	32	43	13	18
Henry	20	58	38	21	5	....
Hickman	....	48	....	11	....	3
Hopkins	49	166	34	53	15	6
Jackson	30	45	34	20	6	5
Jefferson	19	13	11	26	15	5
Jessamine	58	49	8	12	....	1
Johnson	45	50	40	25	15	20
Kenton	48	51	13	11	8	3

Digitized by Google

COUNTY TEACHERS' CERTIFICATES.

	Number who hold 1st class		Number who hold 2nd class		Number who hold 3rd class	
	1903-'4	1904-'05	1903-'04	1904-'05	1903-'04	1904-'05
Knott	48	33	22	....	2	8
Knox	60	57	41	40	15	16
Larue	40	36	26	37	5	8
Laurel	93	94	46	48	9	10
Lawrence	....	75	....	23	....	....
Lee	40	40	20	15	4	4
Leslie	20	22	21	10	3	3
Letcher	39	38	20	21	4	12
Lewis	62	56	47	49	6	4
Lincoln	39	44	18	27	10	9
Livingston	....	50	....	28	....	9
Logan	77	49	39	32	9	3
Lyon	37	37	11	10	12	4
Madison	77	86	30	34	9	4
Magoffin	16	25	35	50	30	26
Marion	45	70	28	18	2	2
Marshall	41	61	32	31	29	25
Martin	14	17	15	19	3	4
Mason	49	69	10	2	....	....
McCracken	64	42	16	29	7	....
McLean	42	39	29	30	11	11
Meade	23	24	22	21	9	....
Menefee	20	22	8	14	12	5
Mercer	....	56	....	10	....	1
Metcalfe	32	29	33	37	5	8
Monroe	67	69	10	8	1	2
Montgomery	....	25	....	15	....	3
Morgan	41	33	24	28	12	28
Muhlenberg	91	84	38	....	3	....
Nelson	....	....	....	....	....	....
Nicholas	....	37	....	14	....	3
Ohio	69	72	57	46	28	8
Oldham	26	23	....	1	....	4
Owen	62	28	29	....	7	....
Owsley	30	30	17	25	7	3
Pendleton	65	40	17	15	3	8
Perry	36	52	9	15	3	3
Pike	99	84	38	45	7	16
Powell	....	....	....	....	....	....
Pulaski	....	91	....	38	....	27
Robertson	14	8	10	13	....	2
Rockcastle	45	47	32	20	5	6
Rowan	44	39	24	21	2	10
Russell	42	41	29	45	10	19
Scott	55	59	7	2	....	....
Shelby	61	77	13	8	3	4
Simpson	21	30	17	78	12	5
Spencer	13	31	7	7	2	4
Taylor	42	48	28	24	11	6
Todd	43	66	19	19	12	5
Trigg	56	46	31	31	20	5
Trimble	13	16	20	14	4	8
Union	....	....	....	....	....	....
Warren	57	47	30	86	9	9
Washington	53	52	19	22	5	6
Wayne	72	63	42	33	15	10
Webster	60	63	38	33	3	7
Whitley	55	58	55	57	28	25
Wolfe	....	22	....	13	....	7
Woodford	43	43	13	6	....	1

Digitized by Google

AVERAGE MONTHLY WAGES OF TEACHERS.

	1903-1904		1904-1905	
	White	Colored	White	Colored
Adair	$34 12	$26 75	$29 40	$25 75
Allen	.....	.....	31 00	24 00
Anderson	33 40	43 49	.....	.....
Ballard	36 00	23 00	35 00	24 00
Barren	35 22	31 22	32 72	29 95
Bath	41 30	29 35	37 55	25 40
Bell	35 15	33 40	33 96	36 13
Boone	28 50	23 50	30 61	22 00
Bourbon	39 51	32 22	44 90	36 00
Boyd	36 37	25 05	36 50	22 69
Boyle	35 75	50 20	33 85	44 92
Bracken	29 36	46 00	29 25	42 24
Breathitt	33 73	45 72	31 75	46 47
Breckinridge	30 58	28 22	29 25	27 00
Bullitt	30 00	.....	32 00	.....
Butler	33 25	27 88	33 00	26 43
Caldwell	.....	.....	35 57	35 57
Calloway	30 00	34 00	32 60	36 00
Campbell	.....	.....	35 00	.....
Carlisle	40 00	.....	38 00	30 00
Carroll	40 39	28 20	32 60	23 60
Carter	37 50	23 22	37 00	22 13
Casey	.....	.....	.....	.....
Christian	.....	.....	37 00	38 00
Clark	35 14	36 05	31 98	31 37
Clay	.....	.....	.....	.....
Clinton	30 25	23 13	38 72	21 60
Crittenden	.....	.....	32 00	25 00
Cumberland	33 46	37 83	.....	.....
Daviess	40 00	28 00	40 54	25 00
Edmonson	33 63	26 47	31 30	21 45
Elliott	35 36	.....	33 81	.....
Estill	35 93	23 31	38 37	22 13
Fayette	50 00	40 00	42 75	.....
Fleming	40 00	35 00	32 50	31 00
Floyd	31 12	.....	30 00	21 50
Franklin	40 75	41 51	38 50	27 50
Fulton	43 50	25 71	.....	.....
Gallatin	29 34	31 46	27 82	22 40
Garrard	42 43	33 75	42 99	30 47
Grant	33 00	.....	33 00	31 00
Graves	.....	.....	.....	.....
Grayson	33 50	.....	31 20	28 00
Green	29 20	28 22	37 50	29 00
Greenup	.....	.....	36 00	26 70
Hancock	30 06	34 35	33 00	30 00
Hardin	32 87	28 70	30 55	30 00
Harlan	34 10	34 10	32 64	24 40
Harrison	34 10	24 90	34 00	22 50
Hart	31 67	22 28	26 55	27 25
Henderson	35 00	29 00	34 00	30 00
Henry	30 00	45 00	35 00	45 00
Hickman	.....	.....	36 90	34 05
Hopkins	39 38	38 00	34 93	33 49
Jackson	30 85	.....	33 02	.....
Jefferson	38 72	34 21	36 50	32 14
Jessamine	41 00	38 00	35 00	33 50
Johnson	34 75	.....	37 00	.....
Kenton	34 60	24 20	44 56	28 30
Knott	32 94	28 38	33 20	26 40

Digitized by Google

AVERAGE MONTHLY WAGES OF TEACHERS.

	1903-1904		1904-1905	
	White	Colored	White	Colored
Knox	40 00	38 50	40 00	35 00
Larue	33 40	32 60	32 60	29 40
Laurel	33 52	32 88	33 22	38 92
Lawrence	.....	.....	39 43	.....
Lee	.....	.....	38 00	24 60
Leslie	30 00	.....	30 00	.....
Letcher	30 90	.....	30 09	.....
Lewis	29 50	24 70	30 20	21 37
Lincoln	36 00	35 00	32 50	32 00
Livingston	.....	.....	34 65	26 00
Logan	33 50	34 00	34 25	29 07
Lyon	36 00	29 00	33 04	24 42
Madison	37 69	32 82	35 50	30 00
Magoffin	.....	.....	.....	.....
Marion	.....	.....	.....	.....
Marshall	32 44	.....	34 00	30 00
Martin	33 00	.....	35 94	.....
Mason	34 00	36 00	44 79	44 79
McCracken	43 00	30 00	38 78	28 33
McLean	30 07	27 27	33 51	33 22
Meade	28 00	23 36	25 60	25 50
Menefee	33 00	.....	31 65	22 45
Mercer	.....	.....	37 00	30 00
Metcalfe	29 12	24 20	26 50	23 00
Monroe	31 00	22 32	38 00	21 00
Montgomery	.....	.....	.....	.....
Morgan	32 25	.....	31 18	.....
Muhlenberg	38 99	38 99	35 00	27 00
Nelson	.....	.....	.....	.....
Nicholas	35 83	30 37	29 37	28 50
Ohio	26 00	24 00	30 00	26 00
Oldham	35 00	33 00	.....	.....
Owen	31 00	35 00	.....	.....
Owsley	32 65	22 95	31 09	21 60
Pendleton	30 00	33 00	38 50	.....
Perry	30 77	45 00	39 63	42 99
Pike	36 09	25 51	34 11	41 44
Powell	.....	.....	.....	.....
Pulaski	.....	.....	31 00	23 60
Robertson	28 93	22 14	27 21	23 60
Rockcastle	34 50	22 77	34 40	30 88
Rowan	30 10	.....	32 98	21 37
Russell	28 50	22 32	28 64	21 22
Scott	35 31	42 87	31 78	40 50
Shelby	32 72	31 33	33 00	35 00
Simpson	31 00	30 00	33 00	30 00
Spencer	32 00	33 00	36 08	33 50
Taylor	.....	.....	30 30	30 00
Todd	.....	.....	33 19	48 70
Trigg	32 50	41 00	31 00	41 00
Trimble	29 83	22 59	25 20	20 62
Union	.....	.....	.....	.....
Warren	33 80	31 20	32 28	29 67
Washington	32 50	30 00	35 35	30 00
Wayne	30 00	29 52	28 90	21 49
Webster	36 06	37 33	34 34	37 25
Whitley	35 00	30 00	32 50	27 00
Wolfe	.....	.....	33 37	29 80
Woodford	42 18	31 82	38 42	30 14

Digitized by Google

FINANCIAL STATEMENT.

	Money Received from State Treasury	
	1903-1904	1904-1905
Adair	$13,113 60	$14,739 68
Allen	12,837 18	14,002 73
Anderson	9,074 78	9,689 52
Ballard	10,359 67	11,980 27
Barren	20,805 45	24,365 82
Bath	13,099 06	15,083 62
Bell	10,099 43	12,028 02
Boone	7,340 69	10,605 86
Bourbon	9,908 54	12,472 06
Boyd	16,644 41	13,086 29
Boyle	11,203 92	13,318 03
Bracken	9,444 48	16,760 57
Breathitt	17,124 29	19,502 14
Breckinridge	18,447 49	21,802 26
Bullitt	7,707 48	9,149 65
Butler	14,606 40	17,472 72
Caldwell	13,100 00	18,081 26
Calloway	17,051 00	20,202 84
Campbell	11,250 20	13,458 28
Carlisle	8,648 16	7,914 32
Carroll	7,150 99	12,345 30
Carter	20,273 64	23,896 02
Casey	14,097 00	16,037 21
Christian	31,795 23	35,896 70
Clark	9,644 98	10,495 53
Clay	15,614 10	18,925 50
Clinton	7,986 70	7,741 44
Crittenden	14,639 04	15,448 32
Cumberland	9,213 45	10,339 20
Daviess	23,086 28	25,634 62
Edmonson	9,609 00	10,785 06
Elliott	10,935 54	12,173 30
Estill	11,168 08	12,673 20
Fayette	14,910 95	.....
Fleming	14,590 80	16,430 57
Floyd	15,474 84	18,433 96
Franklin	10,693 58	11,490 88
Fulton	10,312 88	11,815 34
Gallatin	3,990 58	4,173 02
Garrard	10,141 35	11,488 62
Grant	9,676 86	11,325 60
Graves	29,966 22	33,905 52
Grayson	18,344 39	20,630 88
Green	11,023 92	12,475 22
Greenup	14,832 93	16,690 72
Hancock	8,064 66	9,095 04
Hardin	19,272 04	21,346 29
Harlan	10,054 24	11,407 60
Harrison	11,774 41	12,591 60
Hart	16,361 51	18,010 12
Henderson	20,311 04	22,457 66
Henry	12,564 72	14,005 00
Hickman	11,541 40	12,353 44
Hopkins	27,226 26	31,165 42
Jackson	10,486 60	.....
Jefferson	21,175 20	24,984 21
Jessamine	10,395 63	11,502 56
Johnson	14,697 83	16,657 05
Kenton	13,887 58	16,327 12
Knott	9,237 90	10,690 56

Digitized by Google

FINANCIAL STATEMENT—Continued.

	Money Received from State Treasury	
	1903-1904	1904-1905
Knox	$18,922 54	$22,110 24
Larue	9,465 04	10,413 96
Laurel	17,410 68	20,064 17
Lawrence	19,195 80	22,257 85
Lee	8,258 58	9,998 70
Leslie	7,580 52	7,580 52
Letcher	9,881 15	11,377 67
Lewis	15,004 08	16,342 20
Lincoln	14,297 45	17,073 60
Livingston	10,772 60	11,295 82
Logan	20,035 74	25,153 00
Lyon	8,318 56	9,154 58
Madison	19,084 80	21,298 26
Magoffin	12,602 71	14,594 58
Marion	16,270 20	18,139 24
Marshall	12,769 88	14,445 24
Martin	5,915 69	7,259 09
Mason	11,384 26	12,538 24
McCracken	10,753 71	11,909 63
McLean	12,024 87	13,302 93
Meade	9,253 91	10,076 32
Menefee	6,288 30	7,212 92
Mercer	8,928 00	13,695 71
Metcalfe	.....	9,976 40
Monroe	12,523 12	13,949 04
Montgomery	10,436 40	11,822 55
Morgan	14,300 07	16,643 88
Muhlenberg	19,693 65	22,991 60
Nelson	15,750 54	17,919 10
Nicholas	9,831 87	1,467 88
Ohio	23,688 00	26,715 00
Oldham	4,932 15	5,404 23
Owen	13,437 08	14,193 80
Owsley	6,808 50	7,778 88
Pendleton	12,090 00	13,150 72
Perry	9,145 00	10,667 80
Pike	24,784 56	28,753 44
Powell	5,930 49	7,064 28
Pulaski	29,655 09	34,399 06
Robertson	3,500 74	3,707 78
Rockcastle	6,090 00	14,709 22
Rowan	8,206 74	9,348 00
Russell	8,972 64	10,134 33
Scott	12,047 76	13,319 35
Shelby	13,937 11	16,385 00
Simpson	8,836 20	10,703 10
Spencer	6,628 60	7,535 40
Taylor	10,521 24	11,753 49
Todd	16,445 34	17,722 32
Trigg	14,539 95	16,243 00
Trimble	5,760 45	6,297 60
Union	.....	20,800 07
Warren	19,338 24	22,025 42
Washington	12,549 24	14,091 70
Wayne	15,080 88	18,366 13
Webster	18,465 06	22,819 55
Whitley	22,890 85	28,216 54
Wolfe	9,704 96	11,112 05
Woodford	9,521 70	10,152 84

Digitized by Google

FINANCIAL STATEMENT.

	Salary of County Superintendent	
	1903-1904	1904-1905
Adair	$ 700 00	$ 700 00
Allen	500 00	500 00
Anderson	500 00	500 00
Ballard	732 00	736 00
Barren	1,000 00	1,000 00
Bath	850 00	850 00
Bell	800 00	800 00
Boone	500 00	500 00
Bourbon	850 00	850 00
Boyd	900 00	900 00
Boyle	700 00	700 00
Bracken	750 00	750 00
Breathitt	820 00	840 00
Breckinridge	915 00	902 00
Bullitt	400 00	400 00
Butler	700 00	700 00
Caldwell	645 00	645 00
Calloway	800 00	800 00
Campbell	886 00	886 80
Carlisle	490 00	490 00
Carroll	475 00	400 00
Carter	900 00	900 00
Casey	895 00	890 00
Christian	1,500 00	1,500 00
Clark	630 00	630 00
Clay	600 00	600 00
Clinton	400 00	400 00
Crittenden	.....	528 00
Cumberland	500 00	509 10
Daviess	1,200 00	1,200 00
Edmonson	454 00	458 75
Elliott	500 00	500 00
Estill	429 00	433 20
Fayette	1,500 00	1,500 00
Fleming	625 00	625 00
Floyd	898 00	962 50
Franklin	600 00	600 00
Fulton	582 00	676 00
Gallatin	400 00	400 00
Garrard	650 00	650 00
Grant	800 00	800 00
Graves	1,100 00	1,150 00
Grayson	725 00	725 00
Green	600 00	595 00
Greenup	650 00	650 00
Hancock	432 50	437 50
Hardin	875 00	875 00
Harlan	600 00	600 00
Harrison	800 00	800 00
Hart	800 00	800 00
Henderson	1,500 00	1,500 00
Henry	600 00	600 00
Hickman	575 00	700 00
Hopkins	1,085 00	1,042 60
Jackson	500 00	500 00
Jefferson	1,500 00	1,500 00
Jessamine	750 00	800 00
Johnson	600 00	600 00
Kenton	1,000 00	1,000 00
Knott	550 00	500 00

Digitized by Google

FINANCIAL STATEMENT.

	Salary of County Superintendent	
	1903-1904	1904-1905
Knox	$ 800 00	$ 800 00
Larue	520 00	520 00
Laurel	750 00	750 00
Lawrence	800 00	800 00
Lee	450 00	450 00
Leslie	450 00	450 00
Letcher	475 00	475 00
Lewis	750 00	750 00
Lincoln	800 00	800 00
Livingston	550 00	550 00
Logan	900 00	900 00
Lyon	525 00	510 00
Madison	1,000 00	1,000 00
Magoffin	500 00	500 00
Marion	800 00	800 00
Marshall	480 00	480 00
Martin	400 00	400 00
Mason	1,000 00	1,000 00
McCracken	800 00	800 00
McLean	715 00	700 00
Meade	555 00	555 00
Menefee	400 00	400 00
Mercer	500 00	735 00
Metcalfe	600 00	500 00
Monroe	600 00	600 00
Montgomery	700 00	800 00
Morgan	585 00	640 00
Muhlenberg	850 00	875 00
Nelson	800 00	800 00
Nicholas	600 00	600 00
Ohio	800 00	800 00
Oldham	400 00	400 00
Owen	1,032 00	1,032 00
Owsley	400 00	400 00
Pendleton	700 00	700 00
Perry	400 00	500 00
Pike	1,500 00	1,500 00
Powell	.....	480 00
Pulaski	1,118 00	1,000 00
Robertson	450 00	450 00
Rockcastle	600 00	600 00
Rowan	550 00	550 00
Russell	450 00	500 00
Scott	748 00	715 00
Shelby	700 00	700 00
Simpson	500 00	500 00
Spencer	400 00	400 00
Taylor	500 00	500 00
Todd	839 00	784 20
Trigg	680 00	680 00
Trimble	400 00	400 00
Union	1,200 00	1,200 00
Warren	1,100 00	1,100 00
Washington	718 00	712 95
Wayne	595 00	600 00
Webster	610 00	850 00
Whitley	1,000 00	1,000 00
Wolfe	400 00	425 00
Woodford	500 00	500 00

Digitized by Google

COMMON SCHOOL GRADUATES.

	1904	1905		1904	1905
Adair	...	...	Knott	2	...
Allen	8	...	Knox	19	7
Anderson	16	7	Larue	10	16
Ballard	...	2	Laurel	13	13
Barren	...	...	Lawrence	...	...
Bath	...	...	Lee	...	...
Bell	...	7	Leslie	...	...
Boone	16	31	Letcher	...	...
Bourbon	8	6	Lewis	1	...
Boyd	...	5	Lincoln	5	3
Boyle	17	26	Livingston	11	9
Bracken	12	2	Logan	...	6
Breathitt	...	...	Lyon	...	9
Breckinridge	25	25	Madison	3	3
Bullitt	11	20	Magoffin	...	...
Butler	...	...	Marion	15	9
Caldwell	5	4	Marshall	...	...
Calloway	34	32	Martin	...	...
Campbell	10	...	Mason	...	...
Carlisle	...	...	McCracken	12	28
Carroll	5	2	McLean	19	7
Carter	2	21	Meade	13	15
Casey	15	...	Menefee	...	...
Christian	21	30	Mercer	9	8
Clark	1	1	Metcalfe	...	...
Clay	...	...	Monroe	5	...
Clinton	...	...	Montgomery	21	...
Crittenden	43	36	Morgan	...	...
Cumberland	...	...	Muhlenberg	8	40
Daviess	50	47	Nelson	4	...
Edmonson	...	...	Nicholas	2	2
Elliott	...	...	Ohio	52	107
Estill	...	...	Oldham	16	4
Fayette	13	36	Owen	...	47
Fleming	...	...	Owsley	3	...
Floyd	...	...	Pendleton	12	4
Franklin	1	2	Perry	...	...
Fulton	2	...	Pike	94	7
Gallatin	4	2	Powell	...	4
Garrard	...	...	Pulaski	7	9
Grant	8	16	Robertson	2	3
Graves	45	17	Rockcastle	3	4
Grayson	13	9	Rowan	19	4
Green	...	...	Russell	...	...
Greenup	10	19	Scott	10	26
Hancock	6	12	Shelby	13	12
Hardin	17	2	Simpson	...	1
Harlan	...	...	Spencer	11	3
Harrison	36	10	Taylor	...	7
Hart	...	...	Todd	...	1
Henderson	...	3	Trigg	7	...
Henry	8	6	Trimble	2	...
Hickman	...	1	Union	35	46
Hopkins	...	1	Warren	...	2
Jackson	...	19	Washington	...	1
Jefferson	26	13	Wayne	...	...
Jessamine	...	12	Webster	41	10
Johnson	4	5	Whitley	44	13
Kenton	10	...	Wolfe	...	3
			Woodford	...	6

Digitized by Google

STATISTICAL TABLES.

CITY SCHOOLS

Digitized by Google

Digitized by Google

CENSUS ENROLLMENT.

	1904-1905					
	White			Colored		
	Male	Female	Total	Male	Female	Total
Ashland	922	993	1,915	59	46	105
Bellevue	985	1,016	2,001	7	2	9
Catlettsburg	215	280	495	508	532	1,040
Covington	8,525	9,028	17,853	.....	.....	.....
Cynthiana	287	310	597	134	116	250
Dayton	955	999	1,954	2	70	12
Frankfort	848	969	1,817	316	401	717
Georgetown	312	276	588	180	189	369
Henderson	959	1,000	1,959	605	693	1,298
Louisville	.....	.....	.....	2	4	6
Ludlow	513	528	1,041	.....	.....	.....
Owensboro	1,686	1,700	3,380	471	574	1,045
Paris	391	431	822	319	447	766
Versailles	164	209	373	115	153	268

*Seven cities failed to report.

Digitized by Google

ENROLLMENT IN SCHOOL.

	1904-1905					
	White			Colored		
	Male	Female	Total	Male	Female	Total
Ashland	677	706	1,383	55	54	109
Bellevue	.....	.....	951	.....	.....	7
Catlettsburg	165	210	375	.....	.....	.....
Covington	2,269	2,310	4,579	238	253	476
Cynthiana	226	284	510	92	89	181
Dayton	465	474	939	.....	.....	.....
Frankfort	550	602	1,152	174	258	432
Georgetown	215	223	438	155	209	364
Henderson	540	563	1,103	287	380	667
Ludlow	244	254	498	.....	.....	.....
Owensboro	1,241	1,434	2,675	301	396	697
Paris	226	253	479	144	204	348
Pineville	240	205	245	.....	.....	.....
Versailles	122	102	224	54	87	141

Digitized by Google

NUMBER WHO RECEIVED CERTIFICATE OF GRADUATION.

	1904-1905					
	White			Colored		
	Male	Female	Total	Male	Female	Total
Ashland	24	33	57	.....	6	6
Bellevue	.....	.....	24	.....	.....	.....
Catlettsburg	1	5	6	.....	.....	.....
Covington	8	14	22	2	2	4
Cynthiana	.....	5	5	.....	.....	.....
Dayton	.....	.....	31	.....	.....	.....
Frankfort	3	8	11	.....	6	6
Georgetown	4	8	12	1	7	8
Henderson	2	18	20	.....	5	5
Ludlow	.....	7	7	.....	.....	.....
Owensboro	16	18	34	1	4	5
Paris	.....	4	4	.....	8	8
Versailles	.....	.....	.....	.....	4	4

Digitized by Google

PERCENTAGE OF ATTENDANCE.

	1904-1905			
	Percentageof attendance based on census		Percentage of attendance based on enrollment	
	White	Colored	White	Colored
Ashland	59	68	77	78
Bellevue	39	63	82	81
Catlettsburg	95	.....	58	.....
Covington	26	46	76	75
Cynthiana	52	47	57	60
Dayton	39	.....	81	.....
Frankfort	60	53	69	68
Georgetown	51	80	68	81
Henderson	42	31	75	61
Lexington	42	.....	90	.....
Louisville	35	38	78	67
Ludlow	42	.....	90	.....
Maysville	33	24	79	70
Middlesboro	35	34	86	71
Owensboro	76	69	76	69
Paris	41	28	71	62
Pineville	44	.....	61	.....
Richmond	52	37	62	65
Versailles	33	37	70	70

Digitized by Google

NUMBER OF TEACHERS IN CITY SCHOOLS.

	1904-1905					
	White			Colored		
	Male	Female	Total	Male	Female	Total
Ashland	2	27	29	1	1	2
Bellevue	2	21	23	.....	.....	.....
Bowling Green	1	17	18	5	2	7
Catlettsburg	2	6	8	.....	.....	.....
Covington	5	94	99	3	11	14
Cynthiana	.....	11	11	.....	4	4
Dayton	.....	18	18	.....	.....	.....
Frankfort	2	26	28	.....	12	12
Georgetown	1	9	10	.....	7	7
Henderson	.....	33	33	.....	13	13
Ludlow	2	12	14	.....	.....	.....
Owensboro	7	38	45	4	9	13
Paris	2	11	13	3	4	7
Pineville	.....	.....	.....	.....	1	1
Versailles	.....	6	6	.....	4	4

Digitized by Google

SCHOOL BUILDINGS, FURNITURE AND APPARATUS.

	1904-1905				
	No. of School Houses in City		No. of School Rooms	Value of School Houses	Value of Furniture and Apparatus
	White	Col'd			
Ashland	5	1	34	$ 7,680 00	.....
Bellevue	3	....	23	40,000 00	$10,000 00
Catlettsburg	1	....	8	8,000 00	2,000 00
Covington	6	1	102	250,000 00	47,000 00
Cynthiana	1	2	16	8,000 00	1,400 00
Dayton	4	....	26	50,000 00	3,500 00
Frankfort	3	1	36	85,000 00	3,500 00
Georgetown	1	1	17	20,500 00	2,588 00
Henderson	4	2	51	93,000 00	7,000 00
Ludlow	1	....	12	25,000 00	1,000 00
Owensboro	5	2	64	100,000 00	7,000 00
Paris	1	1	18	47,000 00	2,700 00
Pineville	1	....	....	15,000 00	700 00
Versailles	1	1	....	10,000 00	1,260 00

Digitized by Google

FINANCIAL STATEMENT—Money Received.

	1904-1905					
	From State Treasury	From City Taxes	Tuition Fees	From Other Sources	Balance From Last Year	Total
Ashland	$ 5,686 16	$15,500 00	$ 211 00	$ 8,175 96	$ 1,678 46	$ 31,251 58
Bellevue	7,094 13	9,030 00	.....	20 56	819 07	16,963 76
Catlettsburg	1,456 54	3,774 77	186 75	649 21	11 87	6,077 11
Covington	55,471 64	64,089 78	1,274 50	25,950 31	2,756 14	149,492 37
Cynthiana	2,406 69	5,405 04	1,122 74	.....	1,740 68	10,675 15
Dayton	5,783 11	10,915 92	.....	.....	.....	18,199 03
Frankfort	6,569 23	10,547 43	624 08	8,898 33	.....	26,639 07
Georgetown	2,933 08	5,955 65	246 65	489 81	1,418 12	11,143 31
Henderson	9,285 65	20,761 02	615 58	1,518 43	7,200 22	39,380 90
Ludlow	10,607 31	.....	744 90	.....	685 05	12,023 36
Owensboro	13,249 28	25,982 02	1,040 55	1,448 26	20,134 46	61,854 57
Paris	4,447 64	8,720 92	722 60	5,784 82	.....	21,175 98
Pineville	2,159 26	182 28	.....	.....	158 76	2,529 00
Versailles	1,871 72	5,164 75	.....	.....	160 63	7,197 10

Digitized by Google

FINANCIAL STATEMENT—Money Expended—1903-1904.

	Interest and Redemption of Bonds	Salary of Secretary and Treasurer of School Board	ing, nsurance, Repairing and Rental of Schoolhouses	Furniture, Maps, Charts, etc.	Salary of Superintendent	Salary of Principals and Teachers	Fue L ɾh . Janitor's Services and Other Expenses	Balance on Hand	Total
Ashland	$5,000 00	$ 100 00	$3,178 91	$ 177 60	$1,904 12	$11,688 52	$ 2,778 23	$ 1,524 23	$ 31,251 58
Bellevue	.....	200 00	1,655 53	893 33	1,500 00	11,125 00	1,620 00	.....	16,963 76
Catlettsburg	.....	.....	.....	.....	1,199 99	3,122 50	1,673 07	83 56	6,079 11
Covington	2,643 66	1,200 00	21,663 17	4,437 23	2,400 00	78,364 28	37,632 55	151 45	149,492 37
Cynthiana	.....	125 00	.....	.....	2,000 00	6,340 00	1,300 62	909 53	10,678 15
Dayton	3,065 08	110 00	.....	.....	1,200 00	8,775 00	4,433 06	2,727 01	19,640 14
Frankfort	3,826 40	191 65	223 31	400 00	1,902 00	16,086 24	4,120 47	.....	26,639 07
Georgetown	130 00	90 00	1,515 57	202 94	1,656 00	5,078 50	1,433 21	82 09	11,148 31
Henderson	.....	250 00	7,637 51	3,000 00	2,000 00	25,040 00	.....	10,453 39	39,380 90
Ludlow	20 89	135 00	322 50	.....	1,550 00	6,558 13	2,850 83	1,909 60	10,118 76
Owensboro	531 39	100 00	3,064 22	100 00	2,100 00	6,437 31	5,451 78	23,139 77	61,354 57
Paris	.....	100 00	211 50	.....	1,500 00	7,005 50	525 00	.....	.....
Pineville	.....	.....	182 10	82 39	525 00	1,461 00	216 25	63 55	2,500 29
Versailles	.....	.....	724 27	.....	240 00	5,050 00	655 01	487 23	7,197 10

Digitized by Google

SCHOOL FUND.

1903-'04.

Receipts and expenditures for the year ending June 30, 1904:

RECEIPTS.

Overdrafts June 30, 1903	$ 112,401 61
Total receipts for the year	1,950,108 85
	$2,062,510 46

DISBURSEMENTS.

Paid County Superintendents and City Treasurer	$1,936,868 52
Salary of Superintendent, Clerks and Porter	6,318 94
Fetter Printing Co.	5,972 08
Postage	277 50
Adams Express Company	265 63
East Tennessee Frankfort Telephone Companies	88 00
Western Union and Postal Telegraph Companies	5 52
Henry Bacon, Globe Printing Company	50 35
Other miscellaneous items	262 31
	$1,950,108 85
Paid deficit	112,401 61
	$2,062,510 46

1904-'05.

Receipts and expenditures for the year ending June 30, 1905:

RECEIPTS.

Total receipts for the year	$2,373,264 93

DISBURSEMENTS.

Paid County Superintendents and City Treasurers	$2,195,759 48
Salary of Superintendent and Clerks	6,330 00
Fetter Printing Company	3,211 93
Postage	380 00
Adams Express Company	330 80
Globe Printing Co.	4,210 05
Telephone Companies	95 60
Telegraph Companies	12 45
Miscellaneous items	199 76
Overdraft previous year	98,324 67
Balance to credit School Fund, June 30, 1905	64,410 19
	$2,373,264 93

Digitized by Google

STATE BOARD OF EXAMINERS.

JAS. H. FUQUA, SR., Chairman.

M. A. CASSIDY, Lexington. M. O. WINFREY, Middlesboro.

STATE BOARD OF EDUCATION.

JAS. H. FUQUA, SR., Superintendent.

N. B. HAYS, Att'y General. H. V. McCHESNEY, Sec'y of State.

LIST OF COUNTY SUPERINTENDENTS.

Counties.	County Superintendents.	Postoffices.
Adair	Mrs. Geo. R. Shelton	Columbia
Allen	W. A. Whitlow	Scottsville.
Anderson	M. L. Chowning	Lawrenceburg.
Ballard	M. S. Stevens	Wickliffe.
Barren	W. C. Turner	Glasgow.
Bath	Miss Pickett Metcalf	Owingsville.
Bell	H. H. Fuson	Pineville.
Boone	D. M. Snyder	Burlington.
Bourbon	F. L. McChesney	Paris.
Boyd	O. K. Campbell	Catlettsburg.
Boyle	J. W. Rawlings	Danville.
Bracken	Wm. Huffman	Brooksville.
Breathitt	Henry B. Noble	Jackson.
Breckenridge	Joel H. Pile	Hardinsburg.
Bullitt	Lindsay Ridgeway	Shepherdsville.
Butler	R. B. Drake	Morgantown.
Caldwell	Miss Nannie Catlett	Princeton.
Calloway	L. A. L. Langsto	Murray.
Campbell	G. W. Reilley	Alexandria.
Carlisle	Miss Eliza Dowe	Bardwell.
Carroll	Ernest Lewellyn	Carrollton.
Carter	Hardin Gilbert	Grayson.
Casey	J. S. Lawhorn	Liberty.
Christian	W. E. Gray	Hopkinsville.
Clark	C. A. Tanner	Winchester.
Clay	Luther Hatton	Manchester.
Clinton	L. F. Piercy	Albany.
Crittenden	Jno. B. Paris	Marion.
Cumberland	R. D. Bass	Burksville.
Daviess	R. L. Allen	Owensboro.
Edmonson	Geo. B. McCombs	Brownsville.
Elliott	Miss Mollie Horton	Sandy Hook.
Estill	C. J. Miller	Irvine.
Fayette	Mrs. Nannie J. Falconer	Lexington.
Fleming	Miss Annie G. Six	Flemingsburg.

Digitized by Google

County Superintendents—Continued.

Counties.	County Superintendents.	Postoffices.
Floyd	H. F. Patton	Prestonburg.
Franklin	E. R. Jones	Frankfort.
Fulton	Miss Dora H. Smith	Hickman.
Gallatin	Jas. R. McDonnell	Warsaw.
Garrard	Miss Mittie Dunn	Lancaster.
Grant	C. C. Adams	Williamstown.
Graves	W. D. Dodd	Mayfield.
Grayson	Warren Peyton	Leitchfield.
Green	Miss Lizzie Graham	Greensburg.
Greenup	Leo. F. Thompson	Greenup.
Hancock	Geo. H. Mickell	Hawesville.
Hardin	J. L. Pilkenton	Elizabethtown.
Harlan	W. J. R. Howard	Harlan.
Harrison	Jas. W. Rogers	Cynthiana.
Hart	J. F. Geralda	Munfordville.
Henderson	Miss Bettie Cheatham	Henderson.
Henry	W. T. Gividen	Newcastle.
Hickman	Miss Lula B. Smith	Clinton.
Hopkins	Andrew J. Fox	Madisonville.
Jackson	H. F. Minter	McKee.
Jefferson	Mrs. Rosa A. Stonestreet	Louisville.
Jessamine	C. C. Sandusky	Nicholasville.
Johnson	Milton McDowell	Paintsville.
Kenton	H. S. Kennedy	Independence.
Knott	Robert Martin	Hindman.
Knox	R. E. Parker	Barbourville.
Larue	G. T. Gaddie	Hodgenville.
Laurel	J. K. Lewis	London.
Lawrence	J. H. Thompson	Louisa.
Lee	R. T. Eager	Beattyville.
Leslie	A. C. Valentine	Hyden.
Letcher	Jas. S. Pendleton	Whitesburg.
Lewis	W. R. Henderson	Vanceburg.
Lincoln	Garland Singleton	Stanford.
Livingston	Chas. Ferguson	Carrsville.
Logan	D. E. Estes	Russellville.
Lyon	U. S. King	Eddyville.
Madison	Jno. Nolan	Richmond.
Magoffin	K. S. Hoskins	Salyersville.
Marion	J. W. Clarkson	Lebanon.
Marshall	Chas. Jones	Benton.
Martin	J. C. Fletcher	Inez.
Mason	C. D. Wells	Maysville.
McCracken	S. J. Billington	Paducah.
McLean	J. W. Boston	Calhoun.
Meade	W. B. Arnold	Brandenburg.
Menefee	B. F. Peck	Frenchburg.
Mercer	Miss Ora L. Adams	Harrodsburg.
Metcalfe	J. A. Pulliam	Edmonton.
Monroe	W. W. Carter	Tompkinsville.
Montgomery	M. J. Goodwin	Mt. Sterling.
Morgan	Miss Nannie E. Fields	West Liberty.
Muhlenberg	J. E. Shaver	Greenville.

Digitized by Google

County Superintendents—Continued.

Counties.	County Superintendents.	Postoffices.
Nelson	W. T. McClain	Bardstown.
Nicholas	Mrs. Nattie B. Ham	Carlisle.
Ohio	Jas. M. DeWeese	Hartford.
Oldham	J. L. Reeves	LaGrange.
Owen	W. A. Barnes	Owenton.
Owsley	G. W. Garrett	Booneville.
Pendleton	R. L. Ballenger	Falmouth.
Perry	G. P. Combs	Hazard.
Pike	H. F. Childress	Pikeville.
Powell	R. A. Irvine	Stanton.
Pulaski	L. N. Taylor	Somerset.
Robertson	Mrs. Kate Zoller	Mt. Olivet.
Rockcastle	G. M. Ballard	Mt. Vernon.
Rowan	Miss Lyda Messer	Morehead.
Russell	O. D. Smith	Jamestown.
Scott	J. R. Lancaster	Georgetown.
Shelby	G. M. Money	Shelbyville.
Simpson	V. B. Hammon	Frankfort.
Spencer	Miss Mayme Miller	Taylorsville.
Taylor	E. P. Peterson	Campbellsville.
Todd	A. S. Johnson	Elkton.
Trigg	Alford Cunningham	Cadiz.
Trimble	I. D. Mitchell	Bedford.
Union	N. C. Mammack	Morganfield.
Warren	Emory White	Bowling Green.
Washington	J. W. Bush	Springfield.
Wayne	Jno. H. Dalton	Monticello.
Webster	Miss Mary Baily	Dixon.
Whitley	Miss Rachael Tye	Williamsburg.
Wolfe	W. H. Chambers	Campton.
Woodford	M. B. Hifner	Versailles.

Digitized by Google

CONTENTS.

Note to Governor, Transmitting 3
Introduction 5
The Need of Universal Education 5
The Profit of Education..... 7
The County School 20
Needs of Our Common Schools..... 22
Some Needed Legislation..... 25
Teachers' Examinations, Lists of Questions, etc..... 51
Suggestions to County Superintendents and Instructors..... 77
Report of the A. & M. College..... 99
Report of Institution for Education of the Deaf.....162
Report of Institution for Education of the Blind.....167
Report of the State Normal School for Colored Persons.....170
Epistolary Reports of County Superintendents.....179
Statistical Tables, County Schools.....255
Statistical Tables, City Schools.....317
Financial Statement 327
List of State and County Common School Officers.....328

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google

Digitized by Google